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ABSTRACT

The Classroom Organization and Management Program (COMP) addresses a vital need for schools, faculties, and students. The program's purpose is to meet the needs of both beginning and experienced teachers for more professional development and inservice training in classroom behavior and instructional management. COMP promotes classroom management through development of an integrated management plan that focuses on: planning and implementing effective strategies for room arrangements, rules and procedures, and student accountability; consequences and intervention strategies for behavior management; and planning and conducting class lessons. COMP also provides materials and inservice training for teachers and workshop leaders. This report describes the revalidation submitted to the Program Effectiveness Panel and shows that the program is meeting its goals. Eleven data tables are provided in the report. Appendices provide: teacher self-report inventories, 1991-1995; administrator assessments, 1991-1995; COMP workshop consumer satisfaction questionnaire; COMP communications (Issue 3, February 1995); chart showing program growth 1989-1994; list of contact persons; and a teacher's checklist. (Contains 24 references.) (JLS)

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ED 403 247

REVALIDATION SUBMISSION TO THE PROGRAM EFFECTIVENESS PANEL U.S. DEPARTMENT OF EDUCATION

CLASSROOM ORGANIZATION AND MANAGEMENT PROGRAM

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September, 1995

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ABSTRACT

A teacher's classroom management is the number one direct influence affecting student learning (Wang, Haertel, & Walberg, 1994). Many teachers, especially beginning teachers, regularly cite classroom management as an ever-present concern (cf. Veenman, 1984). As schools move into the twenty-first century, more and more new teachers enter the field as large numbers of veteran teachers retire. At the same time, classrooms are becoming more technologically complex, are serving more students with diverse academic and behavioral skills and needs, and are attempting a broader variety of academic activities to meet students' needs. This increase in complexity demands expertise in classroom management. Thus, COMP addresses a vital need for schools, faculties, and students. The program's purpose is to meet the needs of both beginning and experienced teachers for more professional development and inservice training in classroom behavior and instructional management.

Program Goals: Primary goals are to help teachers improve their overall instructional and behavioral management skills through planning, implementing, and maintaining effective classroom practices. Additional goals are the improvement of student task engagement, reduction of inappropriate and disruptive student behavior, promotion of student responsibility for academic work and behavior, and improvement of student achievement.

Method of Operation: COMP promotes effective classroom management through teachers' development of an integrated management plan that focuses on planning and implementing effective strategies for room arrangements, rules and procedures, student accountability, consequences and intervention strategies for behavior management, and planning and conducting class lessons. For each of the above areas teachers engage in (1) assessing current problem areas, (2) examining related educational research, (3) problem-solving through cases studies and classroom scenarios, and (4) applying these principles to their own classrooms. COMP provides materials and inservice training for both teachers who wish to improve their management skills and for workshop leaders who wish to provide professional development activities for teachers. The format for teachers is a two-day workshop, a six- to eighteen-week application period, and a follow-up day; the format for trainers is a three-day workshop, with the prerequisite of the teacher-level training.

NDN History: COMP was validated by PEP in 1989 for grades 1-9 for three claims of effectiveness. Since then the program has trained over 5,870 teachers and administrators in over 2,900 schools, thus impacting the education experience of over 442,000 students in grades 1-9 in 28 states/territories. COMP is applying for revalidation for the same grade levels with the addition of Kindergarten, grades 10-12, and special education resource classrooms for the same three claims of effectiveness.

Revalidation Claims:
Claim 1 - Academic Achievement - Changes in Knowledge and Skills. Students in grades 1-6 who were in the classes of teachers trained in the classroom management workshops made significantly higher adjusted gains on reading and math achievement tests than students in control group classes. Mainstreamed students in trained teachers' classrooms also scored higher in reading ($p \leq .05$) and math ($p \leq .065$) than mainstreamed students in untrained teachers' classrooms.

Claim 2 - Improvement in Teachers' Behaviors. Teachers who participated in the classroom management training workshops used the effective practices in their classrooms to a greater extent than teachers in the control groups.

Claim 3 - Improvement in Students' Attitudes and Behaviors. Students in trained teachers' classrooms had significantly less off-task, inappropriate and disruptive behavior, and made better use of class time than students in the untrained teachers' classes.

Program Update

Project Title: Classroom Organization and Management Program (COMP)
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Years of Operation: COMP, validated by PEP and funded by the NDN in 1989, continues to operate to the present time at the national level.

Dates Developed: The original development occurred between 1977 and 1988. Program refinement has continued through the past 5 years.

Dates Disseminated: COMP has been disseminated nationally since 1989 to the present.

Dates Evaluated: Original validation data came from two descriptive/correlational studies (1978, 1979), two experimental field studies (1981, 1982), two experimental/evaluation studies (1982 through 1985), and two dissemination studies (1983 through 1988, 1987 through 1989). Each of these examined teacher behavior and teaching practice, improvement in student behavior, and improvement in student achievement. These data were used to make the case for our first PEP validation in 1989. COMP has also conducted six additional evaluation studies between 1989 and 1994.

Program Goals: Primary goals are to help teachers improve their overall instructional and behavioral management skills through planning, implementing, and maintaining effective classroom practices. An additional goal is improvement of student task engagement and reduction of inappropriate and disruptive behavior through well-planned and appropriate academic tasks and activities.

Purposes and Needs Addressed: Because many teachers, especially beginning teachers, regularly cite classroom management as an ever-present concern (cf. Veenman, 1984), and because classroom management is identified as the number one factor affecting student academic achievement (Wang, Haertel, & Walberg, 1994), this program addresses an important need for schools, faculties, and students. COMP addresses underlying needs of both beginning and experienced teachers for more professional development and inservice training in classroom and behavior management. It provides materials and inservice training both for teachers who wish to improve their management skills and for workshop leaders who wish to provide professional development activities for teachers.

Intended Audience: COMP was originally validated for grades 1-9. In the past five years it has been implemented K-12 in many districts, and evaluation studies since 1988 have demonstrated its successful application in grades K and 10-12. Teachers K-12, in both regular and special education resource classrooms, are now the primary audience for the program. Also, administrators, regional educational labs, state departments of education, and school staff developers wishing to design and deliver professional development workshops for teachers in these grades are an in tended audience.

Background, Foundation, and Theoretical Framework: COMP draws its theoretical base from Kounin's (1970) pioneering work on student work involvement and deviancy that identified dimensions of teacher group management practices that elicited and supported group cooperation and cohesiveness. Kounin's work highlighted the importance of prevention strategies that kept

misbehavior from occurring rather than on intervention strategies once behavior problems had occurred.

In following years, other researchers interested in isolating effective teaching practices that enhanced students' opportunities to learn found that ability of teachers to organize and manage their classrooms was a critical element in student learning. Some of these practices include the productive use of time (Frederick & Walberg, 1980; Stallings, 1980); student attention or involvement in learning activities, task-oriented and goal-directed environments, and opportunities to interact with the teacher and instructional activities of appropriate difficulty (Bloom, 1976; Brophy & Evertson, 1976; Fisher, Berliner, Filby, Marliave, Cahen, & Dishaw, 1980; Medley, 1977).

Kounin's work, as well as later studies in the mid-seventies, laid the groundwork for the theoretical and conceptual base of COMP. Evertson, Emmer and their colleagues conducted descriptive /correlational studies of how teachers start the school year and what strategies they use to elicit group cooperation. See Table 1 for a listing of the early studies. COMP was originally developed from this programmatic series of descriptive, correlational, and experimental research studies designed to discover key management practices and strategies and that tested these principles in field experiments conducted with teachers in their own classrooms (Emmer, Sanford, Clements, & Martin, 1983; Evertson, Emmer, Sanford, & Clements, 1983; Evertson, 1985, 1989).

Other current research continues to support the importance of sound classroom management practices and climate-setting for establishing good learning environments. Large scale school-based studies to improve adolescent schoolwide conduct reported that classroom-level changes in preventive classroom management showed more powerful effects than school-level discipline components alone (Gottfredson, Gottfredson, & Hybl, 1993). Emmer and Aussiker (1990) reviewed the research findings from four popular discipline programs including Teacher Effectiveness Training (TET), Reality Therapy, Assertive Discipline, and Adlerian/Dreikurs' approaches to determine which programs had greatest effects on student behavior or attitudes toward school. Emmer and Aussiker concluded that the four programs were useful only as supplements to more systematic approaches to management at the classroom level, chiefly because they lacked the more comprehensive elements of proactive planning and prevention and relied more on reactive disciplining of students who misbehave.

Wang, Haertel, and Walberg's (1994) meta-analysis of the past 50 years of classroom research identified the teacher's classroom management as the number one influence on student learning, greater even than student aptitude.

In the future, calls for classroom reforms that support teaching for understanding, student-centered and project-centered learning formats, and more student-directed rather than teacher-directed activities will continue to refocus attention on the importance of good classroom management. COMP's future agenda will be to interpret the principles of classroom management for these new classroom environments (Randolph & Evertson, 1994).

Features: How the Program Operates

Scope: COMP is intended to supplement other professional development activities; it provides the necessary foundational management skills on which academic and instructional programs must build. COMP is currently validated for grades 1-9, but K and 10-12, as well as special education teachers at all grade levels, are routinely trained in the program. As elementary schools move to more student-centered classrooms, as secondary schools move to more team learning, and as all schools move to inclusion of students with diverse needs and abilities, we expect the need for the program at all grades to increase.

Curriculum and Instructional Approach: COMP provides teachers with a research background of the underlying principles of effective classroom management and with management ideas and materials based on these principles. The program involves teachers in activities directly relating these principles to classroom management in their own classrooms. The program is presented with a tripartite focus on planning, implementing, and maintaining.

Learning Activities: The program is designed to be an inquiry-based approach to professional development. Workshop leaders help participants analyze and plan processes that can be implemented in teachers' classrooms (e.g., room and materials arrangement, management strategies for both whole class and cooperative grouping, and appropriate accountability systems to increase student responsibility for learning). An outline of workshop activities and participants' roles is shown below.

A. Assessment and problem identification.

Teachers begin by using focusing checklists to assess their own classrooms and to identify areas of concern. The workshop leader helps relate teachers' concerns to relevant research.

B. Research-based content presentations and classroom application.

Activities engage participants in examination and analysis of the research-based principles using vignettes, case studies, video, and simulations in six specific areas of classroom management. This cycle is repeated for each of the six topics, and the instructional process for participants and workshop leaders includes the following:

1. Analyzing present practices using focusing checklists (whole group)
2. Presenting research findings (workshop leader)
3. Identifying guidelines and approaches applicable to classrooms (workshop leader and participants, whole group)
4. Discussing and problem-solving using guidelines, checklists, and case studies (participants, small groups and whole group), involving
   - Discussion of possible strategies to be implemented for specific problems
   - Feedback on tentative solutions to problems
   - Individual group reports on tentative solutions
   - Whole group reflections on group reports
5. Formulating classroom commitments and implementation plans (participants, individual and small groups), involving
   - Reexamination of diagnostic self-analysis to identify specific problems
   - Focus on problems participants identify in their own classrooms
   - Formulation and written notes of plans for new approaches to problems (recorded on triple carbonless forms, with COMP, workshop leader, and each participant keeping a copy of written commitments)

C. Application of implementation plans.

During the next 6 to 18 weeks, participants implement specific management strategies, with technical assistance from the workshop leader as requested.

D. Follow-up.

During the morning of the follow-up day, participants first report on ideas implemented, results, and existing classroom management concerns. This process includes the following:

1. Sharing ideas implemented and resulting effects (small groups)
2. Problem solving for new and/or still-existing classroom management concerns (small groups and whole group)
3. Formulating plans for new approaches to new and/or still-existing problems (individual)

During the afternoon, the workshop leader engages participants in additional research-based content presentations selected to address teachers' indicated interests and needs.

Materials: In the professional development workshops, each participant receives one of two 150-page COMP Teacher's Manuals, either elementary or secondary level, updated in 1994. The manual, available only with a COMP workshop, includes the following modules:

1. Organizing the classroom. Teachers examine research-based findings on effective classroom arrangement and apply those findings to their own classrooms.

2. Planning and teaching rules and procedures. Teachers decide what behaviors are acceptable and desirable in their classrooms. They then consider what rules and procedures students must follow to demonstrate these acceptable behaviors to participate successfully in class activities. Finally, they learn how to teach these needed procedures.

3. Developing student accountability. Teachers review effective procedures for keeping students responsible for their work and then develop accountability procedures for their own classrooms.

4. Maintaining good student behavior. Teachers examine guidelines for establishing positive, negative, and corrective consequences, and for using intervention strategies to prevent misbehavior from occurring and/or escalating. They consider consequences and intervention strategies proven effective in the classroom and develop consequences and intervention strategies for their own classrooms.

5. Planning and organizing instruction. Teachers review a variety of instructional formats and management strategies needed to implement those formats successfully, plus ways to organize instruction to provide suitable learning activities at suitable levels for all students in their classes.

6. Conducting instruction and maintaining momentum. Teachers examine ways to conduct instruction that keep all students actively engaged and on-task through a lesson and/or class.

7. Getting off to a good start. Teachers examine effective management practices for the first days of school. (This module is actively covered only in workshops occurring before the start of a school year.)

An eighth module, Climate, communication, and self-management, is provided at the follow-up session. Teachers study ways to measure and improve the classroom climate, to communicate one-on-one with difficult-to-teach students, and to guide students in self-management strategies.

Optional materials include two commercially published books: Evertson, C.M., Emmer, E.T., Clements, B.S., & Worsham, M.E. (1994). Classroom management for elementary teachers (3rd ed.). Boston: Allyn & Bacon; and Emmer, E.T., Evertson, C.M., Clements, B.S., & Worsham, M.E. (1994). Classroom management for secondary teachers (3rd ed.). Boston: Allyn & Bacon.

In the workshops for training Certified COMP Workshop Leaders, participants receive a 390-page Workshop Leaders Manual, updated in 1994. This manual includes related research; materials for leading a COMP professional development workshop (e.g., presenter's script, masters for overheads, keys to activities), for conducting awareness sessions, and for successfully completing NDN-related paperwork.

Staffing activities and patterns: Adopting COMP does not require additional personnel or changes in staffing patterns. A district may choose to have its own personnel trained to deliver workshops to its teachers, or it may contract with a Certified COMP Workshop Leader. Time for the workshops and for follow-up with teachers must be integrated into the school calendar. A contact person is needed to serve as a communication link for workshop participants and the workshop leader during the time between initial training and follow-up.

Staff development activities: COMP may be disseminated in two ways:

a. Workshops for Teachers. Teachers participate in a minimum of 18 contact hours, usually two initial days with a follow-up day. During the first two days they receive materials and training, and relate this to their own classrooms. Training takes place on-site, and the maximum number of participants in workshops is 30.

b. Workshops for Training Workshop Leaders. Selected teachers or administrators from a school district who have completed the teacher-level workshop and have applied COMP either in their own classrooms or by mentoring one or more teachers participate in a three-day workshop (21 contact hours minimum) where they receive materials and training to enable them to conduct workshops for teachers. Participants first study the theoretical and research background of the program and analyze key elements of each module and presentation methods both to teach and model effective management practices; they then engage in practice presentations followed by peer and self-analysis. Training can take place in Nashville or program staff members can come to an appropriate site away from Nashville. The number of participants is from 8 to 12.

Two networking days for veteran workshop leaders to receive updated materials and engage in sharing ideas are offered each summer at Vanderbilt University. Also, some State Facilitators coordinate a networking day for Certified COMP Workshop Leaders in their states.

COMP has developed three specialized applications:

1. Developing effective teachers. This application for principals and administrators provides them with both a knowledge base and skills for mentoring individual faculty members, one-on-one, in effective classroom management. Also, it helps administrators recognize and apply effective management strategies with their own faculties. This workshop is four days, with follow-up conducted by mail, and the maximum number of participants is 30.

2. Alternative certification programs (preservice). Several alternative certification programs integrate COMP as a linchpin component of their programs. Participants pursuing an alternate route to certification often have no educational background or experience. COMP provides images of classroom life drawn from other teachers' experiences. This workshop is two 8-hour days, with follow-up sessions conducted throughout participants' first year of teaching.

3. University educational programs (preservice). Some teacher education programs use COMP as the classroom management piece of their preparation of preservice teachers. The six modules are generally covered within a specific college course, and follow-up activities occur during the student teaching experience.

Management activities: There are no specific management activities required; however, if a workshop is held during the school year, arrangements must be made for teachers to be away from their classrooms for the initial training. Scheduling for the follow-up day generally requires such arrangements.

Monitoring and evaluation procedures: During its six years of inclusion in the NDN, COMP's ongoing evaluation process has included the following:

Self-report of implementation. Beginning in 1991 through 1994, COMP evaluated teachers' self-reported percent of classroom implementation of workshop ideas for each workshop. A random sample of percentages was summarized each year.

Teacher reports of classroom changes. Also, for each workshop COMP evaluated teachers' reported changes in classroom management effectiveness (Teacher Self-Report Inventory of 10 specific items, see **Appendix A**), with a random sample summarized each year.

External validation of classroom changes. Since 1991, for each school having three or more COMP -trained teachers, the principal was asked to report observed changes in those teachers' classroom management effectiveness (Administrator Assessment Inventory of 12 items, see **Appendix B**), with all responses summarized each year.

Program satisfaction. For all workshops since 1990, COMP evaluated teachers' satisfaction with the workshop experience (see **Appendix C**).

Knowledge of classroom management. In 1991 and 1992, COMP measured teachers' classroom management knowledge gain. As results were so consistently high over the first two years, only selected workshops administered the Pre- and Post- Knowledge Assessment in 1993 and 1994.

Program Improvements: The original design of COMP remains viable after five years. The key elements include (1) time -- an initial two-day workshop with a one-day follow-up session, (2) people -- a Certified COMP Workshop Leader and 9-30 participants, (3) materials -- a COMP teacher's manual, and (4) process -- a cycle of planning, implementing, and maintaining.

Program revisions have included improving materials and developing and supporting Certified Workshop Leaders. COMP has revised the Teacher's Manual every other year and has developed and annually revised the Workshop Leader's Manual. For our Certified Workshop Leaders, we have provided updated materials annually, a trainer network newsletter (**Appendix D**), and networking workshops for sharing ideas and refining presentation skills. We have developed a paperwork video to help our trainers successfully complete required paperwork. A significant program improvement has been the revision of our training format for workshop leaders from five days to three days with the requirement of the prerequisite teacher workshop.

Evidence of Dissemination Activities

Since 1989, COMP has trained over 5,870 teachers and administrators in 28 states/territories and gained over 2,900 adoptions (reported on an annual basis, see **Appendix E**). Because our validation is for only grades 1-9, this does not reflect the many teachers of grades K and 10-12 who have also participated in the program (approximately 1,000). Also, COMP has impacted the faculties of 250+ principals who participated in "Developing Effective Teachers," an initiative of the Tennessee State Department of Education's Principals' Academy.

Analysis of our past six years of dissemination indicates the following: (1) most of our work has taken place in the southern, eastern, and Midwestern areas of the U.S., with most adoptions being in Texas; (2) once we enter a state we tend to stay there (e.g., New Jersey, Maryland, Illinois, even though we may skip a year or two); (3) requests for training in our home state of Tennessee have been overwhelming; and (4) more administrators are becoming interested in the program as a tool for instructional leadership in their own schools.

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We revised our awareness materials in 1990; we developed an awareness video in 1991. State Facilitators have received copies of the awareness brochure, packet, and video. We have responded to all requests for awareness materials, both packets and videos. We have accepted all invitations to conferences sponsored by NDN State Facilitators and to almost all other conferences state facilitators requested we consider. A listing of COMP on the Internet has attracted interest, as has our program description in *Educational Programs That Work*.

The project coordinator devotes at least 55% of her regular work week to the national dissemination effort, and she is available five days per week for project work. A list of people to contact about COMP can be found in **Appendix F**. The following are typical teacher responses:

Comments about:
The Program:

> The workshop presented practical information invaluable for classroom organization and management. I can apply everything I learned in this workshop in my classroom.
>
> *New Teacher - Cushing, OK*

> COMP really gives you what you need to know. There are many practical aspects that are not taught in traditional education curricula. This workshop addresses to a tee exactly what tools any teacher needs to by-pass painful experiences. *Teacher - Chicago, IL*

The Materials:

> A fantastic manual! Materials are sensible and usable--easy to read and easy to apply. This book will be a well-used reference in my classroom.
>
> *Teacher - Baltimore, MD*

> The materials are fantastic summary and extremely practical; it will be a great source of information throughout the year.
>
> *Private school teacher - Palm Beach Gardens, FL*

> The handbook is "user-friendly," with valuable information and suggestions. Everything in the content is very applicable. Every module in this workshop was good.
>
> *Teacher - Lahaina, HI*

The Presenters and Workshop Organization:

> Wonderful content and group togetherness. Everyone helped me.
>
> *Teacher - Lehigh Valley, PA*

> This is the best workshop I've ever had. The opportunity to share ideas with other teachers was great. Every teacher in the system should take this workshop.
>
> *Teacher - Canton, OH*

Professional Growth:

> From COMP I have learned the importance of helping students assume responsibility for much of what goes on in the classroom, and the importance of students and teacher each understanding their responsibilities.
>
> *Teacher - Edinburg, TX*

COMP gave me an understanding of why and how we do many of the things we do--understanding rather than intuition.

Teacher - Baton Rouge, LA

The information is usable, something I haven't heard a million times before, and something I can't wait to try and will.

Teacher - Scottsville, KY

I now have the knowledge of how to work on things I've known were problems for me.

Teacher - McGehee, AR

The group participation and sharing was wonderful! We enlightened one another with different ideas and opinions concerning education.

Teacher - Orangeburg, SC

A profound, intellectually deep teacher training experience.

Teacher - Ripley, TN

Evidence of Implementation and Program Retention: We cite evidencd from three areas: surveys, repeat business within schools, and unsolicited comments.

Surveys. Teachers are asked to report both their implementation of workshop ideas and their perceived changes in their classrooms as a result; several months to a year after a workshop, principals having three or more COMP trained teachers are asked to report their perceived changes in those teachers' classrooms. On average, teachers make 10 written commitments for specific changes and report implementing 7, or 70%. Teachers report definite positive changes in their classrooms in 10 areas (see **Appendix A**). Principals' observations concur with teachers' reports of improved teaching; also, principals report a noticeable decrease in office referrals and an increase in professional sharing of ideas (see **Appendix B, Item L & M**).

Repeat business. Word of teacher satisfaction spreads. Schools in which one or more teachers have participated in COMP frequently have more teachers attend sessions offered in the following years.

Comments. Administrators and supervisors tell us that COMP has made a lasting difference for teachers, students, and schools.

The thirty teachers attending [the] workshop enjoyed it because the presentation was practical, enjoyable, humorous, and adaptable to improving the daily classroom environment.

--Sylvia Gaffney, Assoc. Supt.
Office of Catholic Schools, New Orleans, LA

The evaluations were very positive, and perhaps most importantly, the school climate seems calmer and less adversarial this year. Disciplinary referrals have declined by 50%. We believe that the competencies our faculty achieved through the COMP inservices contributed to these improvements.

--Toni S. Faulconer, Asst. Principal
Grove Elementary, Piedmont, SC

[Teachers trained in COMP] made a documentable difference with respect to a significant decrease in the number of referrals to special education programs.

--Bob Solomon, Professional Development Programs for Special Education, Baltimore, MD

As I have observed and worked with teachers this year, I have been able to see improvement in those we recommended for the COMP training. In fact, I was in two of those classrooms this morning and I saw effective teaching, classroom organization, and smiles.

--Harriet K. Shelby, Supervisor of Instruction Lauderdale County Schools, Ripley, TN

During the past year numerous teachers and administrators in Metro Nashville Schools have participated in COMP training as part of our system-wide staff development program. Reported changes in the manner in which teachers are approaching classroom management have been nothing short of phenomenal. Principals and teachers are renewed, stress levels are reduced, and students are responding positively on all indicators associated with effective schools. I expect to have provided opportunities for the majority of teachers in our system to be a part of COMP training within the next 18 months.

--Dr. Elaine Willers, Coordinator of Staff Development, Metropolitan Public Schools, Nashville, TN

We have built COMP in as an expected staff development activity for all new members of our faculty regardless of experience. We can recommend COMP because we are confident about the quality of training they will receive and the benefits that will be derived.

--Sharon Anthony, Principal Antioch High School, Antioch, TN

The COMP participants are thrilled with the training they received...[It] was talked about in our district's first back-to-school general assembly and (with great enthusiasm) at our school's first faculty meeting. We are [planning] voluntary follow-up meetings to share what did and didn't work within two or three weeks. This is, quite simply, thrilling!

--Jamie S. Crowley, Media Specialist Solana Beach, CA

Evidence of Program Effectiveness

Background: COMP was originally developed through a series of related studies funded by the National Institute of Education and conducted through the Research & Development Center for Teacher Education, the University of Texas, Austin, and the Arkansas Department of General Education, Little Rock, Arkansas. The research was conducted in three phases -- descriptive, correlational, and experimental, each of which is described below. Results from these studies indicated that recommendations and suggestions for teachers that are aimed at planning rules and procedures ahead of time, presenting these to students along with expectations for appropriate behavior, and providing regular feedback to students about academics and behavior can result in improved task engagement and improved student achievement. In addition, the experimental groups in these studies showed less inappropriate student behavior, smoother pacing of instructional activities, higher engagement in academic activities, improved teacher monitoring of student work, more efficient transitions between activities, and a more task-oriented focus when compared with a control group without such training.

Original Validation Studies: Phases One, Two, and Three, 1977-1983

Phase One included two descriptive/correlational studies (Studies 1 & 2 in Table 1) in elementary and secondary classrooms. Observers conducted extensive observations throughout the school year and correlated teachers' management practices with student outcomes such as task engagement, inappropriate and disruptive behavior, and student attitudes and achievement. There were significant correlations between specific teacher practices and student behaviors, both academic and social (Emmer, Evertson, & Anderson, 1980; Evertson & Emmer, 1982). Data from Phase One provided the content for workshop materials and teacher manuals to be tested in Phase Two (Evertson, Emmer, Clements, Sanford, Worsham, & Williams, 1981; Emmer, Evertson, Sanford, Clements, & Worsham, 1982).

Phase Two involved two experimental field studies (Studies 3 & 4 in Table 1) conducted to test the effectiveness of the information in the manuals on teachers' management behaviors at the beginning of the school year. Teachers trained by project staff at the Research & Development Center for Teacher Education, University of Texas, Austin, were compared with teachers who had not been trained. Phase Two demonstrated that teachers in the experimental groups not only used management strategies and procedures significantly more than the control groups, but also students in these classrooms had significantly higher task engagement, less inappropriate and disruptive behavior, and higher academic success (Evertson, Emmer, Sanford, & Clements, 1983; Emmer, Sanford, Clements, & Martin, 1983).

Phase Three resulted from concerns about how best to disseminate the program tested in Phase Two. In Phase Three, three Arkansas school districts participated in two field-based studies (Studies 5 & 6 in Table 1) designed to test the effectiveness of the classroom management training using school district personnel with previous classroom experience as trainers and observers. Findings from Phase Three showed that this trainer-of-trainers-of-teachers approach produced results similar to those in Phase Two: teachers in the experimental groups used management practices significantly more than the control group and had significantly less off-task behavior and less disruptive and inappropriate behavior (Evertson, 1985; 1989).

In all, two descriptive/correlational studies were conducted from 1977-79, involving 31 elementary and 104 secondary classrooms (two classrooms each for 52 teachers); four experimental field studies were conducted 1980-83, involving 70 elementary and 54 secondary classrooms (including grades 1-9). (Table 1 shows the chronology of research studies, grade levels, and numbers of students and teachers involved.)

Recent Classroom Observation Studies (1989-94)

COMP was originally validated for grades 1 - 9 and presented evidence for three claims: **Claim Type 1** - Changes in students' knowledge and skills, **Claim Type 2** - Improvements in teachers' behaviors, and **Claim Type 3** - Improvements in students' behaviors. The data presented in the remainder of this report support the same claims of effectiveness as in the original validation, with additional data to support claims of effectiveness for grades K-12 and for special education resource classrooms.

Since its original validation in 1989, the program has conducted six experimental observational studies to evaluate the efficacy of COMP training for the same three claims of effectiveness for the same grade levels, and at additional grade levels and classroom contexts. Studies 7 - 12 (Table 1) were conducted between 1989-94 in schools in Metropolitan Nashville, one rural school district in a nearby county, and several sites in Ohio. Grade levels ranged from kindergarten through 12th grade, including special education resource classrooms, vocational education, music, and art, in addition to

the traditional secondary school academic areas (e.g., science, math, English, foreign language, history, civics, etc.).

An additional feature of Studies 7 and 8 is the inclusion of classroom observational data on individual students who were referred through special education services and mainstreamed. Each class in Studies 7 and 8 contained at least one mainstreamed student. Studies 9 and 10 were conducted in several school sites in Northwest Ohio and in Canton (Stark Co.) Ohio and include data from beginning teachers in grades K-12. Training and data collection were conducted by district personnel. Study 11, conducted in metropolitan Nashville Public Schools, includes student and teacher data from kindergarten through 5th grade classrooms and replicates previous evaluations of COMP training at the early grades. Study 12 includes student and teacher observation data from grades 6-12.

Method

Each of the studies reported followed similar data collection procedures. Teachers in the trained groups participated in COMP workshops. They, along with a control group of untrained teachers, were observed for four to eight one-hour sessions. Observers were trained to use narrative records, event coding systems, and observational ratings with attained reliabilities of .80 and above. In each study, the untrained teachers participated in a training workshop after data collection was completed.

Table 1 shows the studies and types of data collected to support the three claims.

Insert Table 1 about here.

IV. Evidence for Claims Statements:

A. Claim Type 1: Academic Achievement - Changes in Knowledge and Skills.

Acquisition of Factual Knowledge: Studies 7 & 8, regular education students in 21 trained teachers' classrooms (experimental group) in grades 1 - 6 made greater gains on standardized tests in reading and mathematics than did students in the 25 untrained teachers' classrooms (control group). In addition, in Study 8, 13 mainstreamed students in 13 experimental classrooms (Grades 1-6) showed greater growth in reading and mathematics than 9 mainstreamed students in 9 control classrooms. These findings are summarized in Tables 2, 3 and 4.

Insert Tables 2 - 4 about here.

B. Description of Methodology for Claim 1:

1. Design: The purposes of Studies 7 and 8 were (1) to examine the effects of training in classroom management on teachers' abilities to manage the most challenging classrooms, (2) to include students referred for special education services in the academic activities in their classrooms, and (3) to assess the possible effects of management skills on students growth in achievement. The schools selected were those with high concentrations of at-risk students. Effects on student achievement growth in basic skill areas of reading and math were assessed in both studies with a diagnostic reading test and a test of basic mathematics computation administered in early fall and again in late spring of each school year.

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Table 1. Summary of Studies Investigating Effective Classroom Management Practices and the Effects of Training

Study	Yrs.	Grades	Subj.	Schls.	Tchrs.	Classes	Sts.	Clm 1 Stdnt Ach	Clm 2 Tchr Beh	Clm 3 Stdnt Beh
Studies Supporting Validation 1989-95										
1. Classroom Org. Study (COS)	1977-78	2-4	Rdg/math	8	28	28	650		X[1]	X
2. Jr. High Classroom Organization Study (JHCOS)	1978-79	7-8	Eng/math	11	51	102	2800		X	X
3. Classroom Management Improvement Study (CMIS)	1980-81	1-6	LA/Rdg	14	41	41	1066		X	X
4. Jr. High Management Improvement Study (JHMIS)	1981-82	7-8	Eng/math	10	38	76	2052		X	X
5. Classroom Management Training for Elementary Teachers (CMTET)	1982-83	1-6	LA/rdg/math	3	29	29	725		X	X
6. Classroom Management Training for Secondary Teachers (CMTST)	1982-83	7-9	Eng/math	2	16	16	384	X	X	X
Totals				**29**	**203**	**422**	**7677**			

Table 1. (cont'd) **Summary of Studies Investigating Effective Classroom Management Practices and the Effects of Training.**

Study	Yrs.	Grades	Subj.	Schls.	Tchrs.	Classes	Sts.	Clm 1 Stdnt Ach	Clm 2 Tchr Beh	Clm 3 Stdnt Beh
Studies Supporting Revalidation 1995-2001										
7. Project UPWARD (Phase 1)	1988-89	K-6/Res	Rdg/LA/math Ch. I	10	31	31	762	X	X	X
8. Project UPWARD (Phase 2)	1989-90	K-6/Res	Rdg/LA/math Ch. I	10	15	15	427	X	X	X
9. Project MENTOR (NW9 - Ohio)	1992-93	2-12	2-5 (all), Middle/ HS Sch math, Eng, sci, music, art	24	28	28	642		X	X
10. Project MENTOR (Stk. Co. Ohio)	1992-93	K-12/Rem	K-6 (all), Middle/ HS math, Eng, sci hist, music/VocEd	13	19	19	450		X	X
11. COMP REVAL I	1993-94	K-5/Res	Rdg/math/LA	3	23	23	513		X	X
12. COMP REVAL II	1993-94	6-12	Eng, math, sci, Span, hist	4	21	21	521		X	X
Totals				**71**	**159**	**159**	**3896**			

[1]"X" means that evidence for this claim is provided in the study listed on the left.

Table 2. Achievement Comparisons between Students in Trained and Untrained Teachers' Classrooms (Grades 3, 4, & 6)

Group	Study 7 n	Mean	SD	F-value	es	Study 8 n	Mean	SD	F-value	es
SDRT Reading Comprehension: Total Score (Total Group)										
Trained:[1]	146	**525.0**	70.2			119	**466.4**	54.76		
Untrained:	85	**511.7**	54.4	5.28*		129	**444.3**	48.83	14.27***	*.45*
SDRT Reading Comprehension: Total Score (by Grade Level)										
Grade 3 (Green Level)										
Trained:						65	**506.3**[2]	64.0		
Untrained:						60	**453.0**	70.6	35.84***	*.75*
Grade 4 (Green Level)										
Trained:						37	**515.1**	49.2		
Untrained:						80	**494.3**	68.0	4.56*	
Grade 6 (Green Level)										
Trained:						13	**513.8**	48.1		
Untrained:						31	**497.4**	70.7	.79	--
CBM Math Test: Total Score (by Grade Level)										
Grade 3										
Trained:	40	**23.8**[3]	3.4			71	**23.5**[3]	5.5		
Untrained:	23	**21.6**	4.2	4.24*		63	**22.3**	5.2	2.53	--
Grade 4										
Trained:	61	**26.0**	6.3			38	**28.9**	6.0		
Untrained:	39	**25.7**	6.5	.10	--	77	**27.6**	7.0	2.06	--
Grade 6										
Trained:	15	**40.5**	5.9			14	**36.3**	6.1		
Untrained:	21	**35.1**	5.2	15.88***		37	**34.2**	7.3	1.30	--

*$p \leq .05$, **$p \leq .01$, ***$p \leq .001$. SD=standard deviation; es=effect size. Effect sizes $\geq .40$ are reported. [1]scores pooled across grades 3, 4, & 6; [2]scaled scores on the Stanford Diagnostic Reading Test; [3]items correct on a 50-item test.

Table 3. Pre-test vs. Post-test Achievement Gain Analyses for Students in Trained Teachers' Classrooms (Grades 1, 2, & 5)

Group	Study 7 #of prs.	Mean Pre	SD	Mean Post	SD	t-value	Study 8 #of prs.	Mean Pre	SD	Mean Post	SD	t-value
SDRT Reading Comprehension: Total Score												
Grade 1 (Red Level)	18	297.1[1]	70.4	332.2	73.7	1.86						
Grade 2 (Red Level)	46	395.8	97.2	444.5	66.2	3.86***	104	426.9	85.4	470.1	69.3	5.10***
Grade 5 (Green Level)	28	471.9	53.1	501.6	48.9	2.94**	20	482.9	38.8	485.1	46.4	.23
CBM Math Test												
Grade 1	23	5.3[2]	4.2	8.6	4.5	6.16***						
Grade 2	44	9.3	4.9	14.6	4.9	7.56***	106	8.0[2]	3.0	16.4	4.3	23.22***
Grade 5	27	24.5	4.5	28.5	4.0	6.81***	31	29.7	4.7	31.3	5.1	2.21*

[1]Stanford Diagnostic Reading Test scaled scores; [2]number correct of 50 items; * $p \leq .05$, ** $p \leq .01$; *** $p \leq .001$; SD=standard deviation.

Table 4. Achievement Gain Analyses in Reading Comprehension and Math for Mainstreamed Students in Trained vs. Untrained Teachers' Classrooms (Adjusted for Pre-Test)

		Study 8 (Grades 1-6)			
Group	**N**	**Mean**	**SD**	**f**	**es**
		Stanford Diagnostic Reading Test: Total Score			
Trained	13	**451.41**[1]	47.61		
Untrained	9	**417.20**	51.27	3.42*[2]	*.72*
		CBM Math Test			
Trained	12	**18.26**[3]	7.85		
Untrained	7	**14.49**	6.00	2.54(.065)	*.48*

* $p \leq .05$; ** $p \leq .01$; *** $p \leq .001$; [1]scaled scores from the Stanford Diagnostic Reading Test; [2]one-tailed test; [3]items correct on a 50-item test. Effect sizes $\geq .40$ are reported.

The experimental group consisted of students in teachers' classrooms who had participated in COMP training workshops prior to the start of school. The control group consisted of students in teachers' classrooms who participated in the workshops after data collection was completed. There was some overlap in the two studies in that control group teachers in Study 7 were often in the experimental group in Study 8. In one or two cases, the same teachers were in the experimental group in both studies. No teachers were in the control group for both studies.

2. Sample: In Study 7, the sample included 420 students in 23 classrooms in Grades 1-6 who had valid pretest and posttest scores, an average of 18 students per class (range 10-30). Of the 420 students, 239 were in experimental classrooms and 85 were in control group classes. In Study 8, the sample included 423 students of whom 252 were in experimental classrooms and 171 in control classrooms in Grades 2-6. We also selected a subsample of 22 mainstreamed students (13 experimental and 9 control) for whom we had both pre and post achievement data in order to check academic progress.

3. Instruments and procedures: The Stanford Diagnostic Reading Tests (SDRT) (3rd ed.) were used to assess reading fluency and reading comprehension (Karlsen, Madden, & Gardner, 1984). The tests included the SDRT red and green levels. The SDRT reports a Kuder-Richardson (KR-21) assessment of internal consistency. The psychometric properties of the SDRT is available from The Psychological Corporation. The SDRT comprehension scale is composed of two subscales: literal and inferential. The total scores, combining the two subscales, were used for analyses in Studies 7 and 8.

To assess growth in mathematics, we used a timed, power test of basic mathematics skills, developed by the Curriculum Based Measurement (CBM) program directed by Lynn and Doug Fuchs, Vanderbilt University. The development and properties of the test are reported in Fuchs, Fuchs, Hamlett, and Stecker (1991).

Parallel forms of the SDRT were used as pre and post tests. Fall scores were pretests for both the experimental and control group classes. Test scores for the same students taken the following spring, after the workshops were completed, served as posttests. For the mathematics assessment, the same test was used as a pre and post with a seven to eight month interval.

Table 2 shows pooled data by grade level. In both Studies 7 and 8, 3rd, 4th, and 6th graders' test scores were adjusted for pretest and compared to the adjusted scores of students in control group classes. However, because there were no comparable control classrooms for grades 1, 2, and 5, simple pre- and posttest analyses were performed. While this method of analysis is less definitive than a control group comparison would be, nevertheless, differences between pre and post assessments equalled or exceeded one standard deviation change on three of the five math comparisons and 3/4 of a SD change on three other comparisons (one math and two reading comprehension).

4. Data collection: The test data were collected as a supplementary part of the schools' testing program. Test administration was conducted by the teachers in each of the classrooms. Teachers were provided with a scripted test administration booklet. All teachers were familiar with test administration procedures. Tests were administered and returned within a two-week period. The tests were collected and scored by hand and checked by a second party. Teachers received feedback on their students' test scores at the end of the data collection period.

Tests were administered by each teacher to the students in their classes. A window of two weeks in which to administer the tests was given each teacher so they could choose the most appropriate testing conditions. Project staff collected the tests within the two-week period, in for two teachers this window extended to three weeks.

5. Data analysis: Three approaches were used to analyze achievement data for the classes. They included (1) analysis of student raw gains and regression adjusted performance (ANCOVA) without regard to classrooms, (2) analyses of between-class variance on raw gain and regression-adjusted gain (ANCOVA), and (3) pre-post test comparisons by grade level (Grades 1, 2 & 5).

6. Description of results:

Reading comprehension: Studies 7 and 8, students' scores, pooled without respect to grade level or classroom, show that SDRT Reading Comprehension overall was significantly greater for the students in the trained teachers classrooms, although effects are stronger in Study 8. In Study 8, achievement scores for students in 3rd and 4th grades were statistically significant, but scores of 6th grade students in trained and untrained teachers' classrooms did not differ significantly, even though the mean scores of students in the trained teachers' classrooms were higher. Because there were no control groups for grades 1, 2, and 5, pre- and post test analyses were performed; again pre- post test differences were significantly higher for second graders in both studies and for fifth graders in Study 7. First graders were assessed in Study 7, but no significant gains were found. The same for fifth graders in Study 8. In summary, of the 10 comparisons, either pre- and post or experimental and control group, 7 were significant in favor of students in trained teachers' classrooms.

Mathematics Computation: Because the math test was a timed, power test, grade level and number correct were correlated, therefore analyses were performed by grade level. Comparison of growth in mathematics computation for students in grades showed significant differences for 3rd and 6th graders in Study 7. There were no significant differences for 3rd, 4th, and 6th graders in Study 8. Pre- and post test comparisons for grades 1, 2, and 5 show significant pre-post gains. Grade 1 students were not represented in Study 8. In summary, of 11 comparisons, 7 were significant in favor of students in the trained teachers' classrooms.

Achievement Data for Mainstreamed Students: Table 4 shows that in both reading and mathematics the mainstreamed students in the experimental group showed significantly more growth than did students in the control group classes. Reading achievement differences were significant at $p \leq .05$ with an effect size of .72. Mathematics achievement differences just missed statistical significance ($p \leq .065$); however, the effect size was .48.

C. Claim Type 2: Improvements in Teachers' Behaviors

Change in Teacher Behavior: Teachers participating in the workshops used the effective managerial and instructional practices and principles provided in the workshops significantly more so than did the control teachers.

D. Description of Methodology for Claim 2:

1. Design: Six experimental field studies were conducted to test the effects of workshop training in principles of classroom management and organization. An experimental, matched control group, design was used and observational data were collected in all classrooms beginning with the first day of school and continuing throughout the year in Studies 7 - 10 and until December in Studies 11 & 12. Classes and subject matter areas observed are shown in Table 1.

2. Sample: Samples included 71 experimental and 66 control group teachers (Grades K-12 and resource). Subject areas included all traditional secondary school subjects (e.g., math, science, English, and social studies, etc.). For the elementary grades, observers saw primarily reading and mathematics, but occasionally other subjects as well.

3. Instruments and procedures: A variety of observational measures was used. These included narrative field notes, classroom ratings of lesson management, inappropriate and disruptive student behavior, efficiency of instructional routines, efficiency of transitions, quality of feedback to students, etc. and counts of students engaged. Trained observers were used in all studies. Training activities included reliability checks and practice with videotapes of classroom instruction. Observers collected narrative records in all studies and completed classroom ratings (5-point scales) after each observation and summary ratings at the end of data collection. Observers were trained to a reliability criterion of .85 on classroom rating scales and on other measures. Regular reliability checks were conducted as data collection progressed to prevent observer drift.

4. Data collection: Experimental group teachers participated in the workshops prior to the opening of school or early in the school year. All teachers in both groups were observed early in the school year and emphasis was given to the first 8 weeks. Workshop teachers were asked not to share materials or to discuss the training with teachers in the control group.

5. Data analysis: At the end of data collection, mean scores for the classroom rating scales were computed and F-tested using one-way analyses of variance. Narrative records were also read to assess the degree to which teachers used the prescribed practices and to verify observer ratings.

6. Description of results: Tables 5 - 8 show the findings for each of the key classroom management variables for each of the six experimental studies. Results indicate that the experimental groups had significantly higher scores than the control group on most variables. Of the 54 comparisons listed in Table 5, all but one were significant in favor of the trained groups or had an effect size of $\geq .40$. In Table 6, of 44 comparisons all but seven were significant in favor of the trained groups. Table 7, of 46 comparisons all but 15 were significant in favor of the trained groups. Even though the results for Studies 11 and 12 exceed chance findings, they are weaker than the other four studies and this bears some explanation. In general the control groups had higher scores than previous control groups. We believe that the reason for this is the intensive staff development being initiated in Metropolitan Nashville in the past three years. Nevertheless, COMP training did show positive effects.

Insert Tables 5 - 8 about here.

It is important to point out that in Studies 7 and 8 we were focusing on teachers' inclusion strategies for mainstreamed students as well as their general management skills. The last three variables in Table 5, (Teachers' strategies for mainstreamed students) were included to assess teachers on three observation measures (1) mainstreamed students' opportunities to participate, (2) teacher's monitoring of the student's seatwork, and (3) teacher's fostering the student's acceptance by the peer group. Table 5 shows that on all three measures for both studies teachers in the trained group were rated significantly higher than untrained teachers. This finding links with the finding for increased academic achievement for most of these students.

E. Claim Type 3: Improvements in Students' Attitudes and Behaviors

Change in Student Behavior: In classrooms where teachers used the management and instructional principles provided in the workshops, student task engagement was higher and student off-task and inappropriate student behavior was lower.

Table 5. Comparison of Management Practices and Learning Climate Conditions in Trained vs. Untrained Teachers' Classrooms (Grades K-6 & Resource)

	Study 7					Study 8				
	Mean EX N=13	SD	Mean CN N=18	SD	p[2] *es*[3]	Mean EX N=8	SD	Mean CN N=7	SD	p *es*
Observation Rating Items										
Room Arrangement										
a. Efficient traffic patterns	4.39[1]	.56	3.91	.83	.04	4.83	.26	3.67	.92	.01
b. Good visibility	4.27	.75	3.83	.63	.04	4.97	.09	3.92	.86	.01
c. Free from distraction	4.65	.31	4.28	.58	.03	4.78	.21	3.76	.87	.01
Classroom Climate										
a. Pleasant atmosphere	4.69	.51	3.96	.64	.001	4.75	.43	3.92	.66	.05
b. Task-oriented focus	4.30	.60	3.91	.85	(.09) *.46*	4.84	.30	3.61	1.11	.01
Instructional Management										
a. Described objectives clearly	4.41	.85	3.97	.48	.05	4.78	.27	3.38	.92	.01
b. Materials are ready	4.62	.62	4.36	.34	(.07) *.76*	4.97	.09	4.35	.58	.01
c. Clear directions for assignments	4.53	.83	4.22	.52	--	4.80	.34	3.70	.67	.01
d. Age/ability approp. materials	4.83	.31	4.39	.29	.001	4.89	.26	4.01	.62	.01
e. Age/ability approp. techniques	4.45	.74	4.08	.61	(.07) *.61*	4.89	.26	4.09	.75	.05
f. Prompts/guides provided for errors	4.41	.67	3.63	.71	.01	4.61	.32	3.10	.83	.001
g. Attention spans considered in lesson pacing	4.20	.65	3.74	.75	.04	4.76	.31	3.34	.97	.01
h. Clear explanations and presentations	4.54	.81	3.82	.89	.02	4.83	.29	3.56	.71	.001
i. Monitors student understanding	4.41	.63	3.82	.65	.01	4.66	.38	3.26	.55	.001
j. Monitors seatwork	4.18	.97	3.46	1.00	.03	4.41	.60	3.48	1.09	.03
k. Provides equal partipation	4.30	.81	3.78	.64	.03	4.75	.30	3.50	.62	.001

Table 5. (cont'd) Comparison of Management Practices and Learning Climate Conditions in Trained vs. Untrained Teachers' Classrooms (Grades K-6 & Resource)

	Study 7					Study 8				
	Mean EX N=13	SD	Mean CN N=18	SD	p[2] *es*[3]	Mean EX N=8	SD	Mean CN N=7	SD	p *es*
Observation Rating Items (cont'd)										
Rules and Procedures										
a. Efficient admin. routines	4.07[1]	1.00	3.75	.80	-- *.40*	4.67	.35	3.43	.82	.01
b. Efficient general proc.	4.29	.60	3.48	.76	.01	4.68	.33	3.45	.99	.01
c. Efficient small-grp proc.	4.02	.63	3.50	.79	.04	4.68	.33	3.45	.99	.01
d. Routines for managing academic work	4.44	.74	3.56	.62	.001	4.74	.30	3.42	.76	.001
Managing Pupil Behavior										
a. Appropriate + consequences	4.12	.99	3.25	.93	.01	4.54	.62	3.20	.91	.01
b. Appropriate - consequences	4.56	.54	3.24	.81	.001	4.58	.39	3.26	.76	.01
c. Consistent management of behavior	4.29	.64	3.42	.70	.01	4.72	.39	3.42	1.13	.001
d. Efficient transitions	4.07	.73	3.35	.59	.01	4.67	.37	3.06	.74	.002
Strategies for Mainstreamed Students										
a. Opportunity for participation	4.60	.41	3.99	.61	.01	4.70	.42	3.94	.92	.03
b. Monitors academic work	4.27	1.09	3.67	.81	.05	4.82	.35	3.87	.93	.01
c. Accepted by peer group	4.47	.47	3.75	.74	.01	4.73	.50	4.06	.57	.02

[1]Scores are based on five-point scales: 5=frequent or highly characteristic; 1=did not occur or not characteristic. [2]one-tailed tests. SD=standard deviation; [3]es=effect size. Effect sizes $\geq .40$ are reported. Effect sizes are not reported if $p \leq .05$.

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Table 6. Comparison of Management Practices and Climate in Trained vs. Untrained Beginning Teachers' Classrooms (K-12)

	Study 9				Study 10			
	Mean SD EX N=14	Mean SD CN N=14	p[2]	*es*[3]	Mean SD EX N=11	Mean CN N=8	p	*es*
Observation Rating Items								
Room Arrangement								
a. Efficient traffic patterns	4.39[1] .90	3.80 1.07	(.07)	*.56*	4.64 .41	4.23 .57	.05	
b. Free from distractions	4.60 .59	4.20 .79	(.08)	*.51*	4.76 .39	4.38 .60	.05	
Classroom Climate								
a. Pleasant atmosphere	4.56 .78	4.18 .76	--	*.50*	4.33 .54	3.38 1.03	.02	
b. Task-oriented focus	4.54 .62	3.83 .87	.02		4.43 .63	3.41 1.15	.02	
Instructional Management								
a. Describes objectives clearly	4.38 .62	3.36 .84	.001		3.82 1.12	3.29 1.00	--	*.53*
b. Materials are ready	4.65 .48	4.24 .78	(.07)	*.53*	4.43 .59	4.17 .86	--	--
c. Clear directions	4.55 .63	3.83 .67	.01		3.99 .96	3.73 1.13	--	--
d. Individualized assignments	2.24 1.51	1.81 .87	--		2.33 1.57	2.33 .83	--	--
e. Provides rationales and analyses	4.00 .89	3.38 .96	.05		3.68 1.01	3.06 .74	--	*.62*
f. Good lesson pacing	4.42 .62	3.42 .97	.01		3.71 .90	3.25 1.05	--	*.44*
g. Clear explanations & presentations	4.43 .62	3.60 .88	.01		3.91 .98	3.62 .95	--	--
h. Checks student understanding	4.26 .58	3.50 .92	.01		3.82 .88	3.33 .92	--	*.53*
i. Involves students interactively	3.85 1.00	3.67 .69	--		4.01 .84	3.48 .99	--	*.54*
Rules and Procedures								
a. Efficient administrative routines	4.50 .60	3.80 .65	.01		4.00 .62	3.56 .83	--	*.53*
b. Efficient general procedures	4.38 .60	3.64 .65	.01		4.11 .55	3.37 1.09	.03	
c. Efficient routines for academic work	4.11 .61	3.54 .56	.01		3.98 .53	3.19 1.04	.02	

Table 6. (cont'd) Comparison of Management Practices and Climate in Trained vs. Untrained Beginning Teachers' Classrooms (K-12)

	Study 9					Study 10				
	Mean EX N=14	SD	Mean CN N=14	SD	p[2]	es[3]	Mean EX N=11	SD	Mean CN N=8	SD	p	es
Observation Rating Items (cont'd)												
Motivating Students												
a. Student attention spans are considered	4.15[1]	.69	3.39	1.08	.05		3.91	.76	3.27	1.14	--	*.56*
b. Activities are related to student interests	4.22	.64	3.49	.64	.01		3.91	.79	3.43	1.11	--	*.43*
Managing Student Behavior												
a. Rewards good performance	3.87	.74	3.16	.95	.02		3.35	1.06	3.98	.67	--	--
b. Consistent in managing behavior	3.98	.77	3.46	.77	.05		4.33	.55	3.35	1.43	.05	
c. Monitors student work and behavior effectively	4.34	.81	3.68	.74	.02		4.11	.88	3.17	1.36	.05	
d. Efficient transitions	3.36	.75	3.39	.83	.01		4.09	.96	2.83	1.46	.02	

[1]Scores are based on five-point scales: 5=frequent or highly characteristic; 1=did not occur or not characteristic; [2]one-tailed tests; [3]Effect sizes of $\geq$.40 are reported. Effect sizes are not reported if $p \leq .05$.

Table 7. Comparison of Management Practices and Climate in Trained vs. Untrained Teachers' Classrooms (Grades K-5 & Resource and Grades 6-12)

	Study 11					Study 12				
	Mean EX N=13	SD	Mean CN N=10	SD	p[2]	es[3]	Mean EX N=12	SD	Mean CN N=9	SD	p	es
Observation Rating Items												
Room Arrangement												
a. Efficient traffic patterns	4.68[1]	.42	4.71	.47	--	--	4.60	.85	4.70	.39	--	--
b. Good visibility	4.95	.10	4.90	.27	--	--	4.75	.44	4.54	.62	--	--
Classroom Climate												
a. Pleasant atmosphere	4.45	.74	4.37	.76	--	--	4.67	.35	3.97	.92	.05	
b. Task-oriented focus	4.83	.23	4.53	.59	--	*.51*	4.92	.16	4.50	.71	.05	
Instructional Management												
a. Objectives are clear	4.85	.31	4.54	.79	--	--	4.88	.17	4.47	.59	.05	
b. Materials are ready	4.93	.15	4.84	.27	--	--	4.83	.40	4.25	.58	.01	
c. Clear directions	4.75	.53	4.33	.86	--	*.49*	4.83	.22	4.54	.55	.05	
d. Individualized assignments	1.99	1.23	1.47	.49	--	*1.06*	1.62	1.17	1.77	1.02	--	--
e. Provides rationales and analyses	4.56	.55	4.16	.67	--	*.60*	4.32	.68	4.09	1.19	--	--
f. Good lesson pacing	4.50	.53	4.00	1.10	--	*.45*	4.66	.42	3.61	.90	.001	
g. Clear explanations and presentations	4.82	.24	4.53	.50	.05		4.83	.35	4.31	.58	.01	
h. Checks student understanding	4.61	.36	4.20	.80	.05		4.28	.73	4.21	.80	--	--
i. Involves sts. interactively	2.95	1.11	2.59	.90	--	*.40*	3.25	1.04	3.46	1.25	--	--

Table 7. (cont'd) **Comparison of Management Practices and Climate in Trained vs. Untrained Teachers' Classrooms (Grades K-5 & Resource and Grades 6-12)**

	Study 11					Study 12				
	Mean EX N=13	SD	Mean CN N=10	SD	p[2]	es[3]	Mean EX N=12	SD	Mean CN N=9	SD	p	es
Observation Rating Items (cont'd)												
Rules and Procedures												
a. Efficient administrative routines	4.47[1]	.44	4.23	.90	--	--	4.64	.53	3.94	1.22	.05	
b. Efficient general procedures	4.87	.17	4.53	.69	.05		4.85	.20	4.15	.91	.05	
c. Efficient small group procedures	4.33	.69	3.69	.88	.05		3.71	1.38	2.55	1.53	.05	
d. Efficient routines for academic work	4.83	.28	4.53	.71	--	*.42*	4.91	.14	4.50	.62	.05	
Motivating Students												
a. St. attention considered	4.31	.77	3.63	1.32	(.06)	*.52*	4.51	.58	3.89	.70	.05	
b. Activities are related to student interests	4.61	.42	4.03	1.20	.05		4.13	.75	3.70	1.21	--	--
Managing Pupil Behavior												
a. Rewards performance	4.06	.81	3.53	1.13	(.10)	*.47*	4.18	.70	3.26	1.11	.05	
b. Consistent in managing behavior	4.77	.33	4.53	.63	--		4.47	.47	4.13	.72	(.10)	*.47*
c. Effective monitoring	4.43	.48	3.72	1.29	(.08)	*.55*	4.18	.78	3.31	1.13	.05	
d. Efficient transitions	4.23	.60	3.84	1.13	--	--	4.61	.43	3.80	.88	.01	

[1]Scores are based on five-point scales: 5=frequent or highly characteristic; 1=did not occur or not characteristic. [2]one-tailed tests. SD=standard deviation; [3]es=effect size. Effect sizes $\geq$.40 are reported. Effect sizes are not reported if $p \leq .05$.

Table 8. Summary Ratings of Management Practices in Trained vs. Untrained Teachers' Classrooms (Grs K-5 & Resource & Grs 6-12)

	Study 11 (K-5 & Res.)						Study 12 (6-12)					
	Mean EX N=13	SD	Mean CN N=13	SD	p[2]	*es*[3]	Mean EX N=15	SD	Mean CN N=13	SD	p	*es*
Rating Item												
1. Planned enough work	4.46[1]	.77	3.31	1.32	.01		4.80	.41	4.62	.77	--	--
2. Time spent in busy work	1.84	1.07	2.54	1.27	(.07)	*.53*	1.73	.59	1.92	1.32	--	--
3. Time spent in active instruction	4.08	1.19	3.62	1.26	--	--	4.47	.64	4.08	1.26	--	--
4. Planned lessons well	4.38	.96	3.31	1.38	.02		4.73	.46	4.58	.79	--	--
5. Used manipulatives	1.92	1.32	1.62	1.33	--	--	2.93	1.39	3.58	1.31	--	*.50*
6. Good command of subject	4.54	.88	4.23	.73	--	*.41*	4.71	.47	4.80	.63	--	--
7. Encouraging response to student errors	3.69	1.38	3.77	1.48	--	--	4.27	.80	4.00	1.12	--	--
8. Had procedures for caring for students'needs	4.08	.99	2.62	1.50	.01		3.57	1.28	3.50	1.57	--	--
9. Encouraged students academically	4.00	1.29	4.08	.95	--	--	4.47	.74	4.08	.79	(.10)	*.52*
10. Socialized with students	3.73	1.49	3.90	1.45	--	--	3.67	.87	4.20	.45	--	*1.18*
11. Enjoyed teaching	4.00	1.35	3.31	1.74	--	*.40*	4.20	1.21	3.62	1.39	--	*.42*
12. Confident	4.08	1.19	3.62	1.26	--	*.68*	4.33	.90	4.31	1.18	--	--
13. Related to students age and interests	3.92	1.26	4.00	1.41	--	--	4.60	.63	4.23	1.30	--	--
14. Teacher respected students	4.31	1.18	3.92	1.44	--	--	4.40	.74	4.00	1.29	--	--
15. Students respected teacher	4.08	1.38	3.85	1.28	--	--	4.07	1.03	4.38	1.04	--	--
16. Students respected each other	4.00	1.16	4.00	1.23	--	--	3.67	.72	3.38	.77	--	--

Table 8. (cont'd) **Summary Ratings of Management Practices in Trained vs. Untrained Teachers' Classrooms (Grs K-5 & Resource & Grs 6-12)**

	Study 11 (K-5 & Res.)						Study 12 (6-12)					
	Mean EX N=13	SD	Mean CN N=13	SD	p	*es*	Mean EX N=15	SD	Mean CN N=13	SD	p	*es*
Rating Item (cont'd)												
17. T. worked with individuals	3.62	1.33	3.15	1.21	--	*(.39)*	3.50	1.31	3.90	.88	--	*.45*
18. Knew names	4.77	.83	3.85	1.46	.03		5.00	0.00	5.00	0.00	--	--
19. Questions at varied cognitive levels	3.85	1.35	3.15	1.46	--	*.49*	3.73	.59	3.83	1.19	--	--
20. Circulated around room	3.31	1.49	3.31	1.44	--	--	3.40	1.45	3.20	1.69	--	--
21. Incorporated student responses	3.85	1.57	3.54	1.20	--	--	3.86	.99	4.00	.94	--	--
22. Physical organization supported learning	3.62	1.12	3.54	.97	--	--	4.47	.74	3.92	1.32	(.09)	*.42*
23. T. had procedures for checking academic work	4.62	.65	3.84	1.07	.02		4.33	.82	4.36	.51	--	--
24. Praised appropriate behavior	3.15	1.73	3.23	1.30	--	--	3.33	1.05	3.31	.95	--	--
25. Rewarded high-quality work	3.62	1.50	3.62	1.26	--	--	4.13	.74	3.85	.80	--	--
26. Used variety of teaching strategies	3.23	1.59	2.69	1.70	--	--	3.64	1.15	2.85	1.35	(.06)	*.59*
27. Treated all students fairly	4.46	.97	3.77	1.48	(.08)	*.47*	4.60	.83	4.38	.87	--	--
28. Students had equal opportunities to participate	4.54	.78	3.92	1.26	(.07)	*.49*	4.53	.74	4.23	1.01	--	--
29. Instructions and presentations were clear	4.31	1.18	4.08	1.04	--	--	4.40	.74	4.08	1.24	--	--

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Table 8. (cont'd) Summary Ratings of Management Practices in Trained vs. Untrained Teachers' Classrooms (Grs K-5 & Resource & Grs 6-12)

	Study 11 (K-5 & Res.)						Study 12 (6-12)					
	Mean EX N=13	SD	Mean CN N=13	SD	p	*es*	Mean EX N=15	SD	Mean CN N=13	SD	p	*es*
Rating Item (cont'd)												
30. Teacher specified obj. for activities	4.08	1.26	3.46	1.13	(.10)	*.55*	4.00	.85	3.67	1.23	--	--
31. Consistent in enforcement of rules	4.31	1.32	2.46	1.05	.001		4.47	.74	3.69	1.60	.05	
32. Expectations for academics were clear	4.25	.87	3.69	1.03	(.08)	*.54*	4.33	.72	3.85	1.41	--	--
33. Purposeful activity in class	4.46	.88	3.00	1.23	.001		4.13	.92	4.00	.91	--	--
34. Students were expected to work together	3.00	1.63	3.38	1.33	--	--	3.75	1.29	3.60	1.17	--	--
35. Students were not expected to work together	2.46	1.51	2.15	1.21	--	--	1.53	.92	1.56	.73	--	--
36. Class was hard to manage	2.54	.78	3.15	.69	.02		3.20	.41	2.78	.60	.02	

[1]Scores are based on five-point scales: 5=frequent or highly characteristic; 1=non-occurrence or not characteristic. [2]one-tailed tests; [3]effect sizes of $\leq$ .40 are not reported. Effect sizes are not reported if $p \leq .05$. SD=standard deviation; es=effect size.

F. Description of Methodology for Claim 3:

1. Design: (Same as in Claim 2)

2. Sample: (Same as in Claim 2) Classes averaged 18-30 students, who were observed as they participated in their classes.

3. Instruments and procedures: The instruments and procedures are the same as those described in Claim 2. In addition, frequency counts of student engagement in tasks (% of on- and off-task behavior), ratings of inappropriate and disruptive behavior, student attempts to get help on assignments, and student cooperation in classroom tasks were recorded by observers. Percentages of students engaged were recorded a minimum of four times per hour of observation, yielding up to 100 estimates of student engagement over the course of the studies. Narrative records used in all studies included descriptions of student behavior as well as teachers' practices. Observers completed classroom ratings (5-point scales) of these variables after each observation and summary ratings at the end of the studies. Observers were trained to a reliability criterion of .85 on classroom rating scales and percentages of students engaged. Regular reliability checks were conducted as data collection progressed to prevent observer drift.

4. Data collection: Observers were trained to collect data on student engagement, cooperation in classroom tasks, behavior in class lessons, and general behavior in class during each observation. These variables were measured as class observations were made (described in Claim 2).

5. Data analysis: At the end of data collection, mean scores for the classroom rating scales measuring student outcomes were computed and F-tested using one-way analyses of variance. Percentages of classroom of students engaged vs. not engaged in classroom tasks were calculated. Narrative records were also read to check the validity of the observer ratings of student behavior. Tables 9 and 10 show the findings for the student variables in each of six experimental studies.

6. Description of results: Tables 9 and 10, effect sizes $\geq$ .40 are reported. Effects sizes are not reported in cases where comparison of group means was statistically significant. One-tailed tests were used because our hypotheses were directional that training would result in higher scores for the trained group, or in the case of variables stated negatively, lower scores for the trained group.

Insert Tables 9 & 10 about here.

To summarize, Table 11 shows 17 key teaching practice variables that represent the central elements of COMP's program (measured in some form across all of the studies). These elements are covered in COMP workshop modules and represent the knowledge base of the program. An "X" in the column beside the variable name means that the variable was statistically significant in favor of the trained group or had an effect size of $\geq$ .40. Table 11 also shows the principal student behavior variables serving as outcome measures in each of the studies. Finally, three of the ten studies measured student achievement in reading or language arts and math. In each study student achievement was significantly higher for the trained teachers' classrooms.

Table 9. Classroom Observation Data for Students in Trained vs. Untrained Teachers' Classrooms

	Study 7 (Grs. K-6 & Resource)						Study 8 (Grs. K-6 & Resource)						Study 9 (Grs. 2-12)					
	Mean EX N=15	SD	Mean CN N=15	SD	p[2]	*es*[3]	Mean EX N=13	SD	Mean CN N=10	SD	p	*es*	Mean EX N=10	SD	Mean CN N=11	SD	p	*es*
Observation Rating Items																		
1. Students waste time.	--	--	--	--	--		2.14[1]	.94	3.02	1.29	.05		1.61	.60	2.52	.92	.01	
2. Amt. of disruptive behavior	1.15	.22	1.87	.63	.001	--	1.08	.11	2.39	1.20	.01		1.63	.66	1.69	1.00	--	
3. Amt. of inappropriate behavior	2.22	.78	2.56	.84	--	*.42*	1.75	.57	2.98	.99	.01		1.82	.70	2.35	1.08	--	*.50*
4. % of regular education students off-task	--	--	--	--	--		2.15	2.22	9.40	6.70	.05		4.30	2.59	5.50	4.00	--	
5. % of mainstreamed students off-task	--	--	--	--	--		3.10	2.60	11.50	6.90	.05		--	--	--	--	--	
6. % of regular education students on-task	--	--	--	--	--		--	--	--	--	--	--	87.54	6.28	78.03	16.13	(.06)	*.60*

Table 9. (cont'd) Classroom Observation Data for Students in Trained vs. Untrained Teachers' Classroom.

	Study 10 (Grs: K-12 & Remedial)						Study 11 (Grs. K-5 & Resource)						Study 12 (Grs. 6-12)					
	Mean EX N=13	SD	Mean CN N=8	SD	p	*es*	Mean EX N=15	SD	Mean CN N=15	SD	p	*es*	Mean EX N=13	SD	Mean CN N=10	SD	p	*es*
Observation Rating Items																		
1. Students waste time.	**2.08**	.92	**3.14**	.90	.01		**1.78**	.57	**1.75**	.76	--	--	**2.14**	.94	**3.03**	1.29	.05	
2. Amount of disruptive behavior	**1.67**	.83	**2.96**	1.08	.01		**1.19**	.37	**1.18**	.17	--	--	**1.58**	.66	**2.26**	1.08	.05	
3. Amount of inappropriate behavior	**2.13**	.97	**3.15**	.93	.02		**2.00**	.32	**2.10**	.36	--	--	**2.36**	.79	**2.94**	.96	(.07)	*.60*
4. % of regular education students off-task	**5.56**	3.93	**10.78**	9.99	.05		**3.25**	2.73	**5.27**	4.01	(.09)	*.50*	**5.89**	4.90	**13.87**	7.54	.01	
5. % of mainstreamed/ students off-task	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
6. % of regular education students on-task	**79.44**	11.17	**68.04**	23.12	(.07)	*.49*	**91.76**	3.23	**89.53**	6.58	--	*(.34)*	**81.20**	19.5	**60.75**	20.9	.02	

[1]Scores are based on five-point scales: 5=frequent or highly characteristic; 1=did not occur or not characteristic. [2]one-tailed tests. [3]es=effect sizes $\geq$ .40 are reported. Effect sizes are not reported if $p \leq .05$.

Table 10. Classroom Observation Data for Students in Trained vs. Untrained Teachers' Classrooms. (Grades K-6 & Resource).

	Study 8						Study 11						Study 12					
	Mean EX N=13	SD	Mean CN N=10	SD	p[2]	*es*[3]	Mean EX N=15	SD	Mean CN N=15	SD	p	*es*	Mean EX N=15	SD	Mean CN N=13	SD	p	*es*
Observation Rating Items																		
1. Students congregate around teacher for help.	2.57[1]	1.47	3.07	.99	--	*.50*	3.21	1.53	2.75	.89	--	*.52*	2.40	1.62	3.46	1.66	(.06)	*.63*
2. Students follow procedures to obtain help.	4.33	.62	4.11	.63	--	--	3.67	.98	3.36	1.02	--	--	4.15	.90	3.69	1.32	--	--
3. Students shout out to get help.	1.73	.68	2.21	.80	.05		2.33	.98	2.64	1.12	--	--	2.23	1.24	2.54	1.05	--	--
4. Students care for for their own needs.	2.91	1.22	2.38	.96	(.10)	*.55*	3.50	1.23	3.58	1.62	--	--	4.55	.82	2.85	1.52	.01	
5. Students are interested and engaged.	--	--	--	--	--	--	4.07	.70	4.15	.80	--	--	4.23	.93	3.15	.80	.002	
6. Students do classroom tasks without avoidance.	--	--	--	--	--	--	4.00	.66	4.15	.99	--	--	4.38	.96	3.62	1.12	.05	
7. Students remain engaged without supervision.	--	--	--	--	--	--	4.31	.75	3.39	1.04	.01		3.71	.61	3.64	1.29	--	--
8. Students are eager to participate.	--	--	--	--	--	--	3.15	1.52	3.15	1.52	--	--	4.07	.80	4.50	.71	(.09)	*.61*
9. Students elaborate on their answers.	--	--	--	--	--	--	3.23	1.42	3.23	1.24	--	--	4.07	.88	4.27	.65	--	--

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Table 10. (cont'd) Classroom Observation Data for Students in Trained vs. Untrained Teachers' Classrooms. (Grades K-6 & Resource).

	Study 8						Study 11						Study 12					
	Mean EX N=13	SD	Mean CN N=10	SD	p[2]	es[3]	Mean EX N=13	SD	Mean CN N=13	SD	p	es	Mean EX N=15	SD	Mean CN N=13	SD	p	es
Observation Rating Items (cont'd)																		
10. Students know classroom rules.	--	--	--	--	--	--	4.69	.63	3.77	1.09	.01		4.13	.83	4.08	.86	--	--
11. Students know classroom procedures.	--	--	--	--	--	--	4.20	.94	4.09	.94	--	--	4.58	.67	3.46	1.20	.002	
12. Students are prepared for class.	--	--	--	--	--	--	3.29	.76	4.00	1.00	--	*.71*	4.50	.71	3.25	1.05	.003	
13. Students take responsibility for classroom chores.	--	--	--	--	--	--	3.75	1.16	3.20	.84	--	.65	2.18	1.47	2.33	1.15	--	--
14. Students chat during seatwork.	--	--	--	--	--	--	2.31	1.18	3.46	1.27	.01		2.92	.76	2.31	.95	.04	

[1]one-tailed tests. [2]es=effect sizes $\geq$ .40 are reported. [3]Scores are based on five-point scales: 5=frequent or highly characteristic; 1=did not occur or not characteristic. Effect sizes are not reported if p$\leq$ .05.

Insert Table 11 about here.

G. Summary of supplementary evidence for each claim:

Claim 1:
One source of supplementary evidence on improvement in academics comes from the reports on the commitments teachers make at the follow-up sessions of the workshops. The follow-ups occur from 12 to 18 weeks after the two initial workshop days. At this time teachers evaluate their written commitments for making classroom changes, report their successes and challenges in implementing those changes, report results, and offer new ideas for further changes. Teachers frequently report improvements in students' achievement in these follow-up sessions. Most commonly they report on successes with students who need remedial help and those who have been academically hard to reach and hard to teach.

Claim 2:
Reports from administrators and teachers who have participated in the workshops indicate that teachers have changed their classroom practices and these changes have resulted in smoother starts at the beginning of school. Tom Ward, Principal of Meigs Magnet School, Nashville (TN), says: "Several staff members implemented the simple strategies of analyzing their room arrangement as it related to the goals of their teaching, their style and the effect on classroom management. In each case improvement was noted in the number of office referrals and lost instructional time."

Appendix B, summarizing a random sample of 75 responses from 147 administrators, also suggests that they perceive noticeable changes in the practices of teachers who attended COMP workshops. They report increases in teachers' feelings of satisfaction about teaching, control of the classroom, and teachers' abilities to reach students among other things.

In **Appendix A**, data are shown for a random sample of 752 teachers out of a total of 1606. These teachers assessed their own experiences after the workshops, reported better control of the classroom, greater feelings of competency, more time spent in academics, greater efficiency in classroom procedures, greater ability to reach students, and greater feelings of satisfaction about teaching. Also data from summary ratings by observers in Table 8 reveal that 13 or 36% of the comparisons were significant in favor of the trained teachers (3 or 4 or 5% would be expected by chance alone).

Rating data from three perspectives (administrators, teachers, and outside observers) indicate that there are perceived differences in and improvements in teaching practices as a result of the COMP workshops.

Claim 3:
Appendix B, Item L also shows that administrators perceive improvements in student behavior. They report decreases in referrals to the school office for discipline problems, decreases in inappropriate and disruptive behavior and increases in student task engagement. These data show the same pattern over a four year period (1991-95). Teachers report similar perceptions in the self-report data in **Appendix A**. Summary ratings of student behavior in Table 10 show that over half of the comparisons revealed significant differences in favor of the students in the trained teachers' classes. Again rating data from three perspectives appears to confirm improvements in student behavior as a result of being in classes of teachers who participated in COMP workshops.

Table 11. Key variables from 10 observational field experiments comparing teaching practices and student behavior in COMP-trained vs. untrained teachers' classrooms.

	Studies Supporting Validation 1989-1995					Studies Supporting Re-validation 1996-2002					
	Study 3 CMIS N=41	Study 4 JMIS N=38	Study 5 CMTET N=29	Study 6 CMTST N=16	Study 7 UPWRD I N=31	Study 8 UPWRD II N=15	Study 9 NW9 N=28	Study 10 STK N=19	Study 11 COMP I N=23	Study 12 COMP II N=21	%
Teaching Practice Variables											
1. Readying the Classroom											
Organizing classroom space and materials	X[1]	X	X	X	X	X	X	X			80[3]
2. Developing rules and procedures											
Efficient administrative routines	X	X	X		X	X	X	X		X	80
Appropriate general procedures	X	X	X	X	X	X	X	X	X	X	100
Eff. small group procedures		NM[2]	X	NM	X	X	NM	NM	X	X	83
3. Student Accountability											
Checks for understanding	X	X	X	X	X	X	X	X	X		90
Routines for checking and giving feedback	X	X	X	X	X	X	X	X	X	X	100
Task-oriented focus	X	X	X	X	X	X	X	X	X	X	100
4. Managing Student Behavior											
Reinforces good performance	X	X	X	X	X	X	X		X	X	90
Consistent management of student behavior	X	X	X	X	X	X	X	X		X	90
5. Monitoring											
Student behavior	X	X	X	X	X	X	X	X	X	X	100
Transitions between activities	X	X		X	X	X	X	X		X	80

Table 11. (cont'd) **Key variables from 10 observational field experiments comparing teaching practices and student behavior in COMP-trained vs. untrained teachers' classrooms**

	Studies Supporting Validation 1989-1995				Studies Supporting Re-validation 1996-2002						
	Study 3 CMIS N=41	Study 4 JMIS N=38	Study 5 CMTET N=29	Study 6 CMTST N=16	Study 7 UPWRD I N=31	Study 8 UPWRD II N=15	Study 9 NW9 N=28	Study 10 STK N=19	Study 11 COMP I N=23	Study 12 COMP II N=21	%
Teaching Practice Variables (cont'd)											
6. Organizing Instruction											
Student attention levels considered			X	X	X	X	X	X	X	X	80
Good lesson pacing			X	X	X	X	X	X	X	X	80
Lessons related to st. interests	NM	NM		X	X	X	X	X	X		75
7. Instructional clarity											
Describes objectives	X		X	X	X	X	X	X		X	80
Clear directions for academic tasks			X	X		X	X		X	X	60
Clear explanations & presentations	X		X	X	X	X	X		X	X	80
Student Behavior Variables											
High task engagement	X	X	X	X	NM	NM	X	X		X	88
Low amount of inappropriate behavior	X		X	X	X	X	X	X		X	80
Sts. use time constructively	NM	NM		X	NM	X	X	X		X	71
Sts. take care of own needs	NM	NM	X	X	NM	NM	NM	NM	X	X	100
Student Achievement Variables											
Higher achievement in reading/LA	NM	NM	NM	X	X	X	NM	NM	NM	NM	100
Higher achievement in math	NM	NM	NM	X	X	X	NM	NM	NM	NM	100

[1]The variable was statistically significant (or effect size was $\geq .40$) in this study. [2]The variable was not measured in this study. [3]Percentage of studies in which the variable was measured that it was found statistically significant or effect sizes were $\geq .40$.

H. Interpretation and discussion of results:

1. Relationship between effect and treatment: The elements of the training were directly measured in the observations. Table 11 shows key elements in the training that are grouped into sections corresponding to the content covered in the workshops. For example, Student Accountability is covered in workshop Module 3 and is directly measured by the set of variables in Table 11 under that section. The measures shown in this table were developed to directly assess teachers' use of the material and principles taught in the workshops.

2. Control of rival hypotheses:

a. Control for systematic bias in selection of subjects for experimental and control groups.
The most powerful threat to the validity of these results would be systematic bias due to non-comparable experimental and control groups. For example, teachers with reputations as better managers, teachers with more experience, or teachers of gifted and other special groups could have been systematically assigned to the experimental group. To control for this, teachers in all studies were matched on experience, grade level, subject area, and other key demographic variables, then randomly assigned to the training and control groups.

A second potential threat to validity was that control teachers' classrooms might have had lower ability students or special needs students to a greater extent than the experimental teachers' classrooms. If this were so, teachers in these classrooms would have more difficulty keeping students engaged and managing student behavior. This could then have resulted in lower frequencies of on-task behavior and higher ratings of inappropriate and disruptive behavior. This possibility was addressed in all six of the studies. With two exceptions (Studies 7 & 8), only teachers whose classes were composed of typical or average ability students were included. Special education resource classrooms were included in the studies, but care was taken to make sure that resource classrooms were represented in both experimental and control groups. Experimental and control group differences for teachers of lower achieving classes showed the same pattern as those in the average achieving classes. That is, teachers of low achievers were also able to benefit from the workshops in comparison to the control group teachers.

b. Halo effects: The possibility that halo effects could have resulted in observers rating warm, friendly, or charismatic teachers higher on other key management variables was also addressed. Variables that are particularly susceptible to positive or negative halo effects (teacher enjoys teaching; teacher socializes with students; or teacher is confident) showed no systematic pattern of significance between experimental and control groups in the two studies in which they were measured.

To control for the possibility of observer bias, in four of the six studies, at least two observers saw all teachers and their ratings averaged. In Studies 7, 8, 11, and 12, regular reliability checks were conducted every four to six weeks by members of the project staff who had not previously seen the teachers. In addition, observers were not aware of who was in the experimental or control groups in any of the studies. Teachers were also asked not to talk about their participation in the workshops with observers. From the information we have, this request was honored.

c. Hawthorne effects: It is possible that the Hawthorne effects could be operating in the classes of teachers who were in the experimental groups simply by their having been in the workshops. However, the purposes of the experiments were told to both groups; treatment of the experimental and control groups differed only in that one group got the workshops. Both groups were observed; both

groups received feedback at the end of the studies. Control group teachers were promised and were included in workshops after data collection.

I. Educational Significance of Results:

1. Relationship of results to needs: The original intent of this line of research and program development was to devise sound ways of training teachers in effective classroom management strategies. The results of the studies conducted have shown the following: 1) There are strategies that, if used by teachers, can result in better student task engagement, more positive student behavior, and smoother instructional activities. 2) These strategies can be taught to teachers in relatively efficient ways. 3) School personnel can serve effectively as trainers and as on-site support for teachers as they learn and practice the principles and strategies. And, 4) in some cases, there are not only effects on student behavior such as task engagement, inappropriate and disruptive behavior, but effects on student achievement as well.

2. Comparison of Results to Results from Other Programs: We know of no other programs designed to help teachers learn more effective ways of managing and organizing their classrooms that have the extensive research and development base of this one. Since the early eighties, 13 studies have been completed that investigated the effects of the program on students and teachers.

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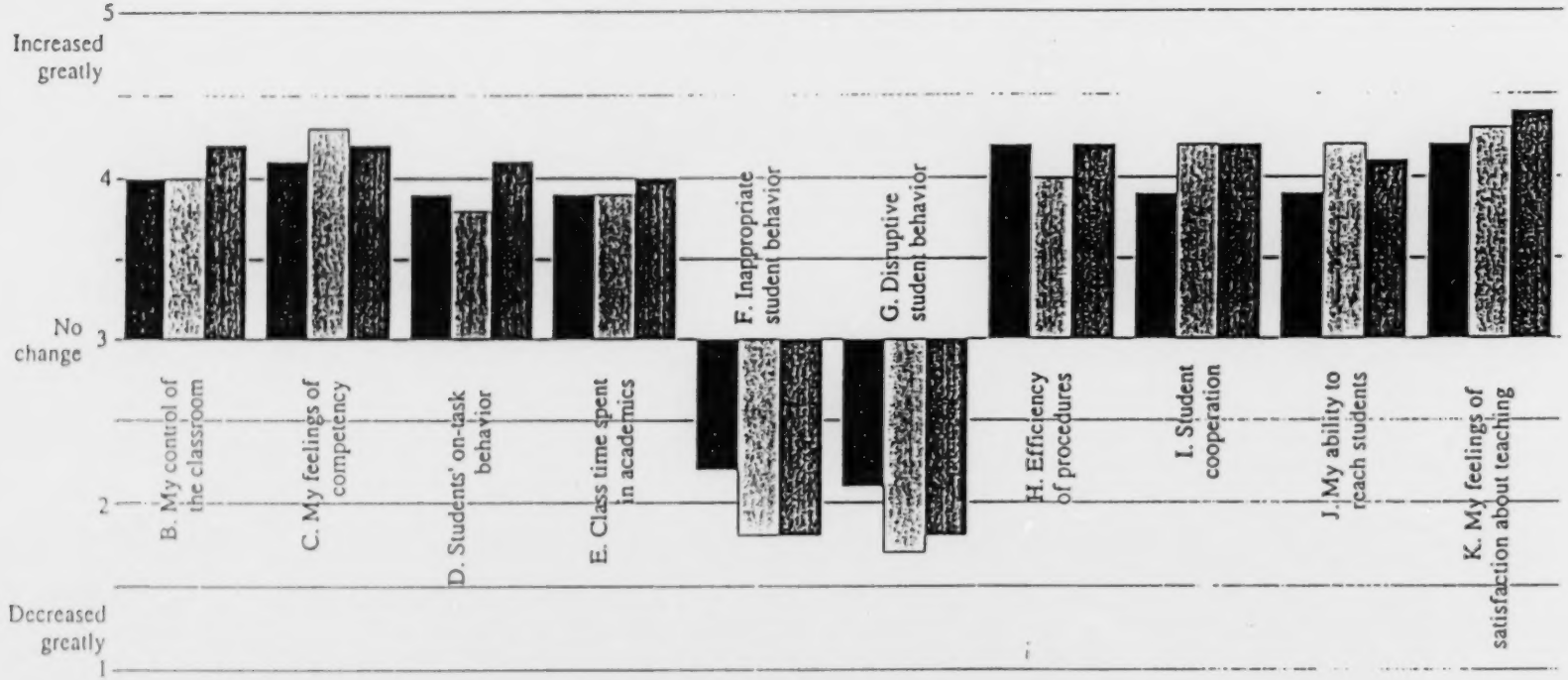
Appendix A

Teacher Self-Report Inventories
1991-1995



Samples Selected for Analysis:

1991 - 1993	All 702 of 702
1993 - 1994	Randomly selected sample of 25 of 822
1994 - 1995	Randomly selected sample of 25 of 784

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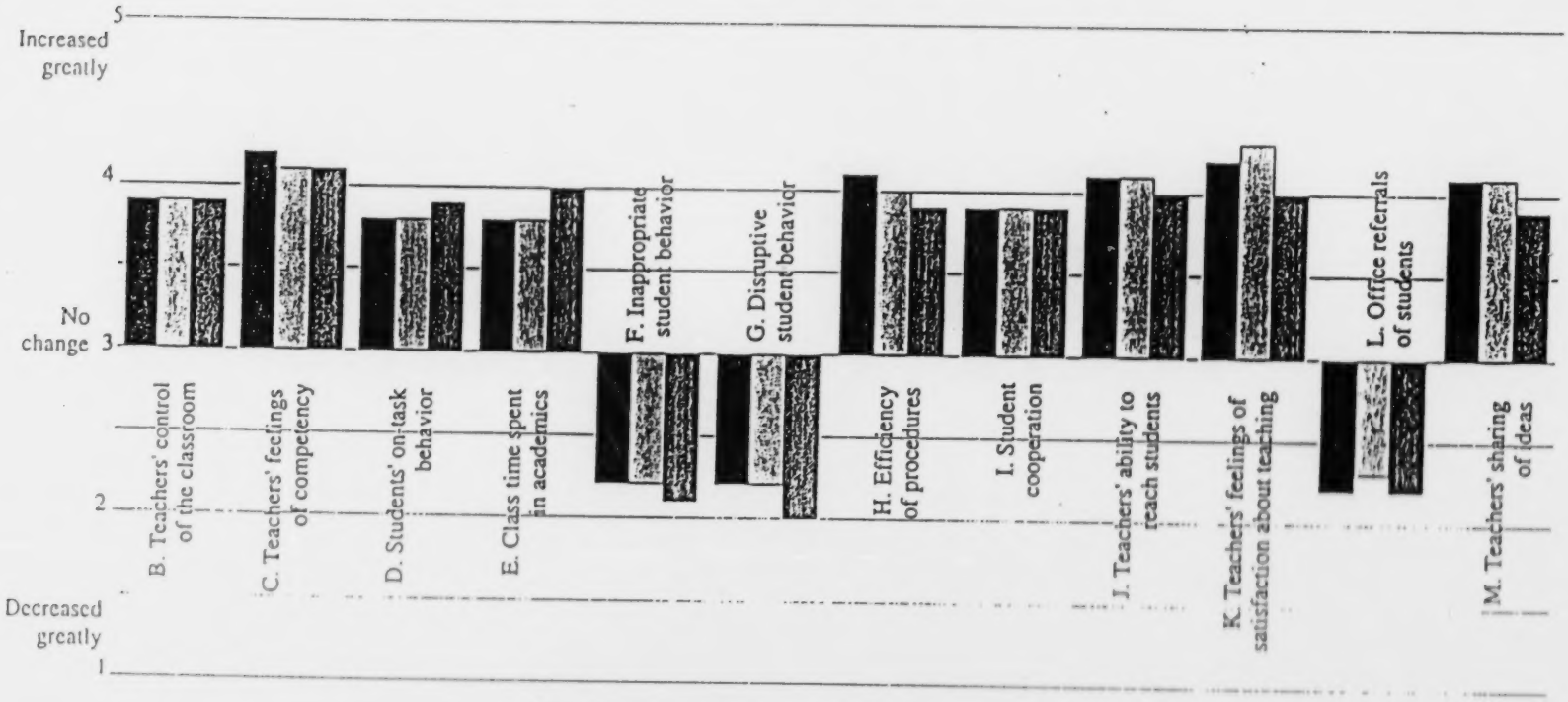
Appendix B

Administrator Assessments
1991-1995



Randomly Selected Samples:
1991 - 1993 25 of 47
1993 - 1994 25 of 50
1994 - 1995 25 of 50

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Appendix C

Date: Summary 1991 - 1995

RANDOMLY SELECTED SAMPLES:
1991 - 1993 700 of 1000+
1993 - 1994 50 of 822
1994 - 1995 50 of 784

COMP

WORKSHOP CONSUMER SATISFACTION QUESTIONNAIRE

A. Please read and respond to the following questions to assist us in evaluating the workshop.

1. Considering the workshop as a whole, what were the strongest features?

   a. TRAINERS: KNOWLEDGE, ENTHUSIASM, ORGANIZATION, CREDIBILITY, WARMTH

   b. MATERIALS: USEFUL, PRACTICAL, WELL ORGANIZED, FUTURE RESOURCE

2. Considering the workshop as a whole, what were the weakest features?

   a. TIME: NOT ENOUGH TIME TO COVER ALL INFORMATION IN DEPTH

   b.

3. Would you recommend this workshop for other teachers?

   yes 99% no 1% Please briefly explain.

4. What new information did you learn during the workshop?

   a. TEACHERS ENUMERATED A VARIETY OF SPECIFIC CONCEPTS AND IDEAS FROM THE WORKSHOP.

   b.

5. Were you given enough information to enable you to apply the information to your classroom?

   yes 100% no 0% Please briefly explain.

6. Has the workshop changed your view of classroom management and organization?

   yes 77% no 23% Please briefly explain.

   (NOTE: THOSE RESPONDING NO CHANGE INDICATED THEY ALREADY HELD THE MANAGEMENT PHILOSOPHY OF COMP AND FELT REINFORCED BY THE WORKSHOP.

*B. For Items 7-16, please carefully read **each statement** and circle the most appropriate answer.*

THE CHART BELOW INDICATES TEACHER RESPONSES FOR ITEMS 7 THROUGH 16

ITEM	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
7. The workshop presenters were knowledgeable.	88%	12%			
8. Workshop presentations were dull and uninteresting.		4%	46%	50%	
9. The worshop was appropriately paced.	28%	48%	14%	10%	
10. The workshop was well organized.	80%	18%	2%		
11. The workshop was too long.	2%	8%	28%	40%	22%
12. Workshop activities increased my understanding of manual materials.	56%	40%	4%		
13. The opportunity to share information with other teachers during the workshop was helpful.	78%	18%	4%		
14. Problem-solving activities were important.	50%	44%	6%		
15. I enjoyed the workshop.	58%	32%	10%		
16. I learned a lot of useful in information during the workshop.	58%	38%	4%		

Appendix D

COMP Communications

Issue 3, February of 1995
Peabody College at Vanderbilt University
Alene H. Harris & Jamie S. Crowley, Editors

COMP Newsletter Continues: Our Third Issue

Once again, it's been a busy 12 months since last we mailed our newsletter.

In our last issue, we asked you to share your ideas on –

- videos that illustrate workshop concepts,
- stories that illustrate workshop concepts, and
- any general workshop tips.

In this issue you'll find articles reflecting your responses to each of these.

Also, check "NDN Update" on page 3 for news of what is happening to the NDN and what this potentially means for COMP.

Please let us hear from you. We value your feedback on our newsletter, and we try to respond to and pass on your suggestions.

A.H.

How Has COMP Grown?

Since original funding in 1989, COMP has continued to grow in each grant year. How do we do this? As we said in our last issue, YOU make it happen. Your formal and informal awareness sessions get the word out about the program, and your well-planned and well-executed workshops enhance the program's reputation. Have you done it again? Check the chart on page 2!

- Last grant year, 14 states -- this year 20.
- Last grant year, 765 adoptions -- this year 1,126.

Your efforts continue to win COMP a stellar reputation for both quality and quantity.

A.H.

COMP Certified WSL's -- Keeping an Active Status

During the past few weeks we reviewed the workshop activity of each Certified COMP Workshop Leaders -- all 287 of you. We are now updating our list of *active* WSL's. What must you have done this past year to remain an active WSL? Criteria are as follows:

- *conducted workshops or awareness sessions within a 12-month period,*
- *conducted complete workshops, including the third follow-up day, and*
- *submitted complete and timely paperwork.*

Should our records show you have been inactive for the past year, you will receive a letter from COMP advising you of "inactive" status.

Question: How can an inactive workshop leader reverse the status to active?

Answer: Each person must contact the home office and we will work with each one, case by case, to recertify.

Remember, only *active* Certified COMP WSL's have access to COMP materials. Make sure YOUR name is attached to any orders.

A.H.

"My teacher is real tricky. I study hard – she gives me an easy test. I don't study – she gives me a hard test."

An Invitation to Network -- Won't You Join Us?

Several of you have asked about gathering in Nashville to share ideas, successes, challenges, food, and fellowship.

This summer we will host a two-day COMP Networking Session for veteran workshop leaders on June 8-9 (Thursday and Friday), immediately following our annual June Vanderbilt training of Certified Workshop Leaders. The full schedule is as follows:

- June 5-7 -- Workshop on Modules 1-8, for both those seeking initial Level I (district-wide) and those wishing Level II (state-wide/nation-wide) certification.
- June 8-9 -- Networking for all veteran Workshop Leaders of all levels wishing to attend (and required of those attending the full week with the purpose of moving to Level II WSL status).

Again, we will have dorm space available -- $45 per night, including breakfast and lunch. (As this is Fanfare Week in Nashville, hotel space will be limited/nonexistent and expensive.)

Interested? Please return the form on the last page of this newsletter -- or call (615-322-8050) -- or fax (615-343-6148) to reserve a place at the COMP 1995 Networking Session.

We look forward to seeing you! Please bring new ideas and tips to share.

A.H.

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COMP Growth Through the Past Five Years

	YEAR ONE: '89-'90			YEAR TWO: '90-'91			YEAR THREE: '91-'92			YEAR FOUR: '92-'93			YEAR FIVE: '93-'94		
	schl	tchr	stdnts	schl	tchr	stdnts	schl	tchr	stdnts	schl	tchr	stdnts	schl	tchr	stdnts
American Samoa							12	25	2139						
Arkansas				2	64	844	2	55	1094	11	21	2479	29	77	6090
California				3	21	927	3	20	1105				3	5	141
District of Columbia	4	6	180							5	11	241	43	14	390
Florida										6	11	1435	1	8	202
Guam				32	57	10698									
Hawaii													9	19	1567
Indiana				7	20	3774	8	16	1128				1	15	191
Kentucky				68	43	3080	1	22	435	1	18	2221	25	80	4861
Louisiana										39	60	4030	38	41	6509
Maine				11	14	804	16	36	2458						
Maryland	6	12	400							107	146	11035	80	163	10492
Michigan													8	10	793
Mississippi										10	80	4966	5	20	2047
New Jersey	6	18	1910							5	22	619	1	1	15
New York				9	14	615							1	10	834
N. Marianas Islands				3	5	375									
Ohio				26	39	2603	78	202	12698	11	46	2292	24	47	3253
Oklahoma													21	38	830
Oregon				17	28	1120	15	23	460						
Pennsylvania				17	20	974	3	10	2235	40	80	3595	39	72	2437
South Carolina	10	21	1346	43	181	10842	14	80	3597	67	336	33384	60	224	12112
Tennessee	39	112	6982	18	56	3847	30	30	16142	68	80	23368	74	217	26866
Texas	45	53	2795	30	46	4207	371	604	56481	384	653	41158	653	1110	61340
Vermont				10	18	1606	8	56	1413				11	14	1099
Virginia	8	10	440												
Washington				2	3	410									
Wisconsin				19	26	3850	21	40	1970	11	16	1506			
TOTALS	*118*	*232*	*14053*	*317*	*655*	*50576*	*582*	*1219*	*103355*	*765*	*1580*	*132329*	*1126*	*2185*	*142069*

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NDN

Update

This past year, NDN "dodged the bullet." Clinton's administration earmarked the NDN among programs to be abolished, but grassroots letter-writing efforts resulted in the NDN's being saved and funded.

Now the current Congress is looking for programs and dollars to cut. Their first target -- education programs the Clinton administration proposed to drop, but which Congress funded anyway.

After our recent NDN meeting in Washington, D.C., Carolyn and I believe we should sit tight for the moment. NDN has friends in both political parties, House and Senate. Their advice is to pick the right time for massive communication -- and this is not it. When the time is right, we will ask you to call, write, and fax -- but not yet.

A.H.

NDN Friend Recognized

This year the National Dissemination Association presented its Distinguished Leadership Award to Dale Kildee.

Congressman Dale Kildee, (D-Michigan) chair of the Elementary and Secondary Education subcommittee (and former teacher), defied fellow Democrats by rejecting their recommendation to abolish NDN. Since 1982, he has led government efforts to extend and strengthen the NDN.

Paperwork and Thank You!

Attention Workshop Leaders! I would like to take this opportunity to thank each and every one of you who turned in timely and efficient paperwork. Last year our rate of lost adoptions due to incomplete paperwork was 15%. This year , thanks to your great work, we lost only 2%. This coming year we have an even bigger goal -- to lose 0% adoptions, So please, keep up the good work.

Remember, if you wish to review paperwork procedures, just ask me to send a paperwork video.

Nicole

Our Newest Addition

Hello, Workshop Leaders! I'm Kristina Lawrence, newest member of the COMP team here in the home office at Peabody Vanderbilt. Kim Wilson is no longer with COMP and has moved to the Department of Education here at Peabody. I have taken her place as the COMP Workshop Leader Assistant and I help Dr. Harris and you with all COMP related issues. I coordinate workshops, ensure materials are delivered, validate and grade your paperwork for each workshop and, if all is in order, file federal adoptions with the State Facilitators. If you have any questions and/or need assistance with your work-shops, please call me. My goal is to assist in anyway I can to keep COMP growing so students can have quality learning experiences and receive a better education.

Kristina

Hat's Off to WSL's for Workshops in Year Five

Year Five for COMP ran from 10/1/93 to 9/30/94. During this 12-month period, 27 WSL's completed 2 or more COMP Teacher Workshops, with follow-up session and all paperwork in order for filing adoptions.

Hats off to

- *Barbara Mullins (DC,MD,TN)* 10
- *Mary Ann Curry (TX)* 4
- *Eva Duncan (TX)* 4
- *Bob Solomon (MD)* 4
- *Diane Harwell (SC)* 3
- *Barbara McMahon (TX)* 3
- *Julie Shelton (KY,LA)* 3
- *Carol Skidmore (TX)* 3
- *Renee Treadwell (AR)* 3
- *Paula Abrazado (HI)* 2
- *Cathy Balkman (OK)* 2
- *Mary Baran (OH)* 2
- *Jamie Crowley (CA,HI)* 2
- *Janelle Edwards (TX)* 2
- *Doug Granier (LA)* 2
- *Charles Hanus (TX)* 2
- *Karen Holder (TX)* 2
- *Claudia Iselt (TX)* 2
- *Gene Jolly (TX)* 2
- *Christina Mayne (TX)* 2
- *Xene McDonald (TX)* 2
- *Sara Mason (TX)* 2
- *Valerie Petrazelka (TX)* 2
- *Eliseo Rodriguez (TX)* 2
- *Eileen Weaver (PA)* 2
- *Elaine Willers (TN)* 2

Thirty-seven more of you completed one training this past grant year, with follow-up and all completed paperwork for filing adoptions.

A big THANKS to all!

A.H.

78

Poetry to Prime Particiants

I have received positive feedback from teachers during COMP trainings when I use children's books or poetry to introduce a module, to illustrate a point in a particular module or just to give the topic some humor. Here are some that I've used.

In Module 3 when I talk about homework I share the poem, "I Love to Do My Homework" (anonymous). The poem is found in the book For Laughing Out Loud: Poems to Tickle Your Funnybone, collected by Jack Prelutsky.

I Love to Do My Homework

I love to do my homework,
It makes me feel so good.
I love to do exactly
As my teacher says I should.

I love to do my homework,
I never miss a day.
I even love the men in white
Who are taking me away.

When addressing "rules" in Module 2, I've used "Rules" by Karia Kuskin prior to presenting the guidelines for writing rules. The poem is also found in the book For Laughing Out Loud: Poems to Tickle Your Funnybone, collected by Jack Prelutsky.

Rules

Do not jump on ancient uncles.
Do not yell at average mice.
Do not wear a broom to breakfast.
Do not ask a snake's advice.
Do not bathe in chocolate
pudding.
Do not talk to bearded bears.
Do not smoke cigars on sofas.
Do not dance on velvet chairs.
Do not take a whale to visit
Russell's mother's cousin's yacht.
And whatever else you do
It is better you
Do not.

When I talk about stopping misbehavior with "the teacher eye" in Module 4, I sometimes share the poem "The Mighty Eye" by Kalli Dakos. This poem is found in If You're Not Here, Please Raise Your Hand: Poems About School.

The Mighty Eye

I shrink in my skin
When Mr. Culp
Gives me the mighty eye.

My body freezes.
Solid black pupils
Are locked on me.

His mouth
Drops open
Deep and narrow,
Like a black hole
Ready to
Pull me in.

Faces turn.
Forty-eight eyeballs
Freeze in motion.
And become
Iceballs,
Too cold to touch.

Frozen in time,
One teacher,
One class,
Me,
With the mighty eye
Piercing right through,
Wishing
Wishing
Wishing
I were on a sunny beach
On a planet
Close to a sun,
Galaxies away
From
This school,
This class,
This teacher,
And
The mighty eye.

Once Mr. Culp
Asked me
To stop talking
Eleven times.
Eleven times I didn't.
On the twelfth
I felt a cold chill
On my shoulder.
My words froze
In midair
As I felt an icy wind
Blow through
And silence the room.

The mighty eye
Has powers
Words don't have,
It says
What words can't say,
And strikes
Us cold.
The mighty eye
Could freeze the sun
With a single stare.

When Mr. Culp
Gives me
The mighty eye,
I freeze,
Waiting,
Waiting,
Waiting,
To be swallowed up
Whole.

In Modules 5 and 6, when talking about patterned turns I often share the poem "A Fourth Grader's Secret," also by Kalli Dakos. I read the poem very slowly and quietly...the participants lean forward to hear the words. The source for this poem is the book Don't Read This Book Whatever You Do! More Poems About School.

A Fourth Grader's Secret

I have a secret
Terrible and true
Locked in my crayons
And workbooks, too,
Come closer
So I can whisper
To you!

I haven't raised my hand
Since I was in grade two!

JMe

A JMe Tip for Follow Up

Recently, while trying to pack the most into a follow-up day, I experimented with a way to combine a break with participants' discussing and voting for topics for the afternoon emphasis.

I used a marker to divide a chart paper into fourths, and with a wide-tipped marker wrote in each box one of the following:

- improving 1-to-1 communication skills
- gathering useful data on your own teaching
- creating and maintaining a positive classroom environmnt
- helping an individual student assume responsibility

Before midmorning break, I gave a quick summary of each topic, then gave each participant four small pieces of post-its (cut with scissors) with the sticky portion intact. During break, participants used the post-its to "vote" for the topic(s) they preferred to hear more about in the afternoon. They divided their "votes" or spent them all on one topic by sticking post-it pieces in appropriate box(es).

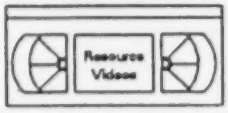
An unexpected benefit was hearing some mentor teachers soliciting their mentees about their most pressing needs from the four listed on the chart. The mentors then used their votes to "influence" the outcome. I also felt that the discussion in the morning "set the stage" for the afternoon's work.

What ways have you involved your participants in determining areas of emphasis for COMP workshops? Please share those ideas.

JMe

Useful Video Segments

The following are video suggestions from COMP Certified Workshop Leaders:



INTRODUCTION: *Dead Poets' Society*. "I show just a small clip...to encourage teachers to be open to new ideas or different ideas to similar problems...(where) the teacher stands on his desk and then has each student stand on his desk. He makes the comment about looking at things from a new/different perspective."

Mary Ann Currie
Houston, TX

MODULE 4: *Teachers*. Handling misbehavior -- the section where the kid bites the teacher."

MODULE 5: *Marginal Teacher* from ASCD & *Ferris Beuhler's Day Off* clip. "These emphasize the need for variety of instruction to maintain interest."

Roberta Devlin Scherer
West Hartford, CT

MODULE 5: *Why Do These Kids Love School?* from Pyramid Film & Video, P.O. Box 1048, Santa Monica, CA 90406 ($95). "(This video) shows alternative methods of organizing instruction and classroom management. Although examples are from private schools, techniques could be adapted to public schools."

MODULE 7: *Teacher of the Year* from Focus on the Family, 1-800-232-6459 ($85). "(This is an) entertaining and very emotional personal experience from Guy Doud, National Teacher of the Year 1986. Great motivation for beginning teachers."

MODULE 8: *Reaching Out to Youth*. from Altschul Group, Attn. Heather Jamison, 1516 Sherman Avenue, Suite 100, Evanston, IL 60201 ($585) "(This video) contains motivation and ancouragement on high expectations for children -- dynamic speaker (Crystal Kuykendall)."

Karen Holder
Waco, TX

MODULE 8: *Teacher of the Year* from Focus on the Family, 1-800-232-6459 ($85). "(This video) focuses on the impact teachers have on the lives of students. Great for climate."

Barbara Mullins
Bowie, Maryland

Teddy Stollard -- A Useful Audio Segment

In Module 5, have you ever wished for a way to focus teachers on their *affective* as well as academic influence on the low achiever?

Barbara Mullins introduced me to a 5-minute radio program excerpt that does just that in a retelling of a story from Tony Campolo's book *Who Switched the Price Tag*. It is the story of Teddy, a low achieving child whose life was changed because a teacher cared enough to make a difference.

Workshop suggestion: After covering page 5.28, say, "But along with student's cognitive growth, let's not forget our influence in the affective domain." Then play the tape -- and have tissues available. It is powerful.

A.H.

An Illustrative Story

Here is a true story one of our Workshop Leaders uses with Module 4, "to illustrate the importance of networking and checking cume folders of students with behavior problems":

"Bobby H. was the 'child from hell' whose reputation preceeded him to every new grade and teacher. Everyone located him as far away from the teacher as possible - usually a corner or out in the hall, where he would create even greater disruption.

As a last resort I checked his permanent record and found he had a hearing problem.

Immediately he was moved to a front-row desk where he could easily see my face. I took care to always face him when speaking, checked frequently for understanding, touched his shoulder frequently to make sure he was engaged, and did one-on-one teaching as I had time.

The transformation was immediate and magical. He increased time on task, reduced to virtual extinction antisocial behavior, and brought his grades up to the A-B range.

That was 15 years ago and we still remain friends to this day."

Karen Holder
Texas

Becoming a Level II Certified Workshop Leader

Several of you have asked for information on becoming a Level II Certified COMP WSL -- a Workshop Leader certified to conduct workshops beyond your district and throughout the United States.

This certification requires participating in all five days of the workshop held at Vanderbilt during the first full week of June (June 5-9, 1995). As a rising Level II Workshop Leader, you would

(1) during the first three days, again work through the modules and demonstrate a presentation

(2) during the last two days, network with other veteran WSL's to share ideas and hone your workshop leading skills.

Please contact us for further information to register for this June session.

A.H.

An Illustrative Book/Activity

To illustrate the importance of being creative with classroom management, I suggest the following activity with the book *Miss Nelson Is Missing* by James Marshall (Houghton Mifflin publisher):

(1) Read the book
(2) Give participants time to think about what we can learn from this book with regard to classroom management
(3) Have participants write responses on 3x5 cards
(4) Have participants share responses

Barbara Mullins
Maryland

The Resource Shelf

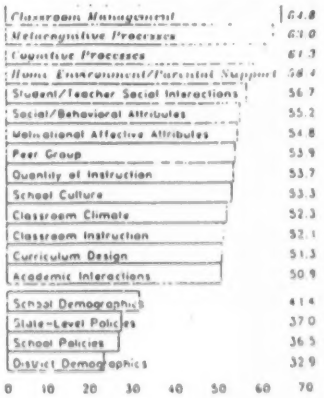
Ever wish you could easily cite research and its application to the classroom? *Putting Research to Work in Your School*, by David C. Berliner and Ursula Casanova (Scholastic Inc., 1993), is a text that can help you do just that. The authors provide summaries and classroom application of 52 educational research studies. Topics include –

- Teaching
- Instuctional Strategies
- Learning
- Motivation
- School and Society
- Testing

In this book, two internationally-renowned researchers explain educational research in plain language and offer real life practices that work in real-world schools. It is a text that can help you make professional research relevant to your workshop participants.

For a great and current research piece to support the importance of classroom management, see the Synthesis of Research piece "What Helps Students Learn?" in *Educational Leadership* (Dec. 93/Jan. 94) -- an analysis of 50 years of research.

Relative Influences on Learning



More Workshop Leader Tips:
Cheap Blue Boxes

When conducting COMP trainings we must be especially mindful of the need to set good examples when it comes to being effective classroom (workshop) managers. To that end we have borrowed ideas from every good workshop leader we've ever seen--COMP as well as "civilian" trainers. Supplying participants with office supplies is an idea that I "borrowed" from another trainer and then modified for COMP training purposes.

I bought cheap, blue plastic boxes at a two-for-one sale at a nearby grocery store. Inside each lidded box I have placed white, yellow, and green 3x5 cards. The white cards are used by participants to write down unique ideas they've shared in a COMP training. I share the ideas with future participants or relay to you in the COMP newsletter. The yellow cards are used when participants process group work and are "mining" for the one or two "golden" ideas--the idea(s) they want to share with the larger group.

Included in the box are a variety of sizes of post-its. I have found that many teachers like to have "clean" copies of their manuals and prefer to write on post-its and attach them to the pages in their binders. They also use small post-its to annotate and mark the edges of important pages of their COMP manuals. A film canister containing paper clips allows teachers to clip pages in their binders that contain potential classroom commitment ideas.

A few sharpened pencils, a wide-tipped black marker, a packet of transparent colored discs and a few pieces of hard candy complete the contents of the Cheap Blue Boxes. The boxes are easy to pack and they assist in setting the stage for an organized and purposeful COMP training.

JMe

JUNE WORKSHOP REGISTRATION NAME _____ PHONE _____

Send to Kristina Lawrence, Box 541 Peabody College Vanderbilt, Nashville, TN 37203 -- or call 615-322-8050

Yes, I want to participate! Please register me for

___ the two-day COMP Networking Session
registration fee - $25 $ ___
lodging (___ nights @ $45/night, dates of _____) $ ___

___ the five-day COMP Certification of Level II Workshop Leaders
registration fee - $40 $ ___
lodging (___ nights @ $45/night, dates of _____) $ ___

Special materials I would like to purchase while I am there (please check items and write in prices)

___ Laminated goals charts (set of 7, mixed pastels) - $50 $ ___

___ Color overhead transparencies - $225 $ ___

___ Set of color bags and disks - $7 $ ___

___ COMP timer - $10 $ ___

___ Awareness Video - $15 $ ___

___ Audio tape -- Teddy Stollard - $5 $ ___

___ Paperback, *Classroom Management for Elementary Teacher* - $22 $ ___
by Evertson, Emmer, et al., 1994 edition

___ Paperback, *Classroom Management for Secondary Teachers* - $22 $ ___
by Emmer, Evertson, et al., 1994 edition

TOTAL $ _____

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Appendix E

COMP Program Growth from 1989 Through 1994

	YEAR ONE: '89 - '90			YEAR TWO: '90 - '91			YEAR THREE: '91 - '92			YEAR FOUR: '92 - '93			YEAR FIVE: '93 - '94		
	schl	tchr	stdnts	schl	tchr	stdnts	schl	tchr	stdnts	schl	tchr	stdnts	schl	tchr	stdnts
American Samoa							12	25	2139						
Arkansas				2	64	844	2	55	1094	11	21	2479	29	77	6090
California				3	21	927	3	20	1105				3	5	141
District of Columbia	4	6	180							5	11	241	43	14	390
Florida										6	11	1435	1	8	202
Guam				32	57	10698									
Hawaii													9	19	1567
Indiana				7	20	3774	8	16	1128				1	15	191
Kentucky				68	43	3080	1	22	435	1	18	2221	25	80	4861
Louisiana										39	60	4030	38	41	6509
Maine				11	14	804	16	36	2458						
Maryland	6	12	400							107	146	11035	80	163	10492
Michigan													8	10	793
Mississippi										10	80	4966	5	20	2047
New Jersey	6	18	1910							5	22	619	1	1	15
New York				9	14	615							1	10	834
N. Marianas Islands				3	5	375									
Ohio				26	39	2603	78	202	12698	11	46	2292	24	47	3253
Oklahoma													21	38	830
Oregon				17	28	1120	15	23	460						
Pennsylvania				17	20	974	3	10	2235	40	80	3595	39	72	2437
South Carolina	10	21	1346	43	181	10842	14	80	3597	67	336	33384	60	224	12112
Tennessee	39	112	6982	18	56	3847	30	30	16142	68	80	23368	74	217	26886
Texas	45	53	2795	30	46	4207	371	604	56481	384	653	41158	653	1110	61340
Vermont				10	18	1606	8	56	1413				11	14	1099
Virginia	8	10	440												
Washington				2	3	410									
Wisconsin				19	26	3850	21	40	1970	11	16	1506			
TOTALS	*118*	*232*	*14053*	*317*	*655*	*50576*	*582*	*1219*	*103355*	*765*	*1580*	*132329*	*1126*	*2185*	*142069*

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Appendix F

LISTING OF PEOPLE TO CONTACT ABOUT COMP

Name & Address	Telephone Numbers
Ms. Jamie S. Crowley CA State U. at San Marcos College of Education San Marcos, CA 92096-0001	619-750-4000
Dr. Alene H. Harris COMP Box 541, George Peabody College Vanderbilt University Nashville, TN 37202	615-343-1493
Ms. Gayle Mills 7145 W. Tidwell Houston, TX 77092	713-744-6569
Ms. Barbara Mullins 7934 Quill Point Dr. Bowie, MD 20720	301-405-5603
Dr. Elaine Willers 3501 Byron Av. Nashville, TN 37205	615-298-6673

Appendix G

27/29 = 69%

SCHOOL LMS TEACHER Nancy Straatz
CITY Ridley STATE TX DATE

CLASSROOM COMMITMENTS: Ideas I Plan to Try

MODULE 1: Organizing the Classroom

- ✓ Room arrangement - use templates for visibility, accessibility, destructability
- ✓ move T desk
- ✓ table cloths, burlap - different b'board textures
- ✓ tennis balls on chairs with no tips
- ✓ less decoration - it destructs
- ✓ what about that sm. table =
- ✓ teach rules and procedures

MODULE 2: Planning and Teaching Rules and Procedures

- ✓ write a list of events that need written procedures
- ✓ write procedures for events that need them
- ✓ separate plan book for attendance
- ✓ formulate new list of class rules / allow student input
- ✓ TTW spend needed time to teach rules and procedures

MODULE 3: Managing Student Academic Work

- ✓ I will give each student in each class a number to help make paper collection more efficient.
- ✓ I will write out instructions more thoughtfully and carefully.
- ✓ I will reevaluate my grading procedures and do something different.
- ✓ I will have students keep track of their own grades.
- ✓ I will have students keep a notebook for my subject.

COMP PAGE 1 OF 2

1—Participants keep pink copy 2—Workshop leaders return white copy to COMP after day two.

SCHOOL TEACHER
CITY STATE DATE

MODULE 4: Maintaining Good Student Behavior

- ✓ I will think through (before school starts) and have strategies for situations
- ✓ I will do more intervention
- ✓ I will rethink consequences used previously
- ✓ I will write down my own priorities (what is important to me)

MODULE 5: Planning and Organizing Instruction

- ✓ I will try some cooperative learning with my classes
- ✓ I will put some stories on tapes for a listening center
- ✓ I will make cards and keep track of when and how often I call on students
- ✓ I will teach students how to check papers

MODULE 6: Conducting Instruction and Maintaining Momentum

- ✓ I will strive for clarity in my instructions
- ✓ I will give more attention to transitions and be prepared for them.

OTHERS

- ✓ I will develop an opening and closing routine and will use them.
- ✓ I will plan carefully the first day and be ready for any time allotment that comes up.

COMP PAGE 2 OF 2

3—Workshop leaders return yellow copy to COMP after follow-up with commitments completed clearly marked.

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